

ANIMAL FARM

ACTIVITY PACK

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ANIMAL FARM – ACTIVITY PACK

This activity pack offers a number of activities that will hopefully help teachers and students of English explore George Orwell's *Animal Farm* better and more efficiently.

STANDARD LEVEL: UNDERSTANDING THE PLOT

Standard level tasks are aimed at those students taking the Matura exam at standard level. Primarily, they explore the plot of the novella and help students understand the work better. The tasks focusing on the plot are accompanied by mini comprehension tests, the aim of which is to test students' basic knowledge of the plot. Vocabulary tasks help students further develop their vocabulary on the basis of the play.

HIGHER LEVEL: UNDERSTANDING THE THEMES

Higher level tasks are aimed specifically at those students taking the Matura exam at higher level. These tasks should help students analyse the text thematically, rather than chronologically, thus preparing the student for the literary essay. The tasks explore the most important themes of the literary work, but by no means all of them. Additionally, the activity pack includes an example of a literary essay with questions that help the student approach the essay analytically and critically. Further, some ideas for possible literary essay titles are provided.

LANGUAGE SKILLS DEVELOPMENT AND CREATIVITY

The language skills development tasks in this activity pack focus primarily on consolidating speaking and writing skills. Here, we have placed emphasis on the tasks that simulate Matura text types (article, report), yet encourage the student to use the information from the play, sensibly incorporating it into his text. Also, since creativity ignites students' motivation to read and work, a number of "creative" tasks have been devised which help students appreciate the literary work better.

FILM LESSONS

The activity pack explores the 1954 cartoon version of *Animal Farm*, with the tasks focusing on the similarities and differences between the cartoon and the original. Further, the activity pack also focuses on the 1999 film rendition of the literary work where the students are encouraged to focus on elements, such as the setting, music and sound effects and human/animals characters.

In any case, I hope these materials will save you some time and energy in preparing your lessons on *Animal Farm*.

Warmest regards,
Peter Cigrovski

ANIMAL FARM: GEORGE ORWELL'S BIOGRAPHY

Read the text below¹ and fill in the gaps (1–11). There is only ONE word missing in each gap.

Orwell was a British journalist and author, who wrote two of the most famous novels of the 20th century – *Animal Farm* and *Nineteen Eighty-Four*.

Orwell was born Eric Arthur Blair on 25 June 1903 in eastern India, the son of a British colonial civil servant. He was educated in England and, after he 1 Eton, joined the Indian Imperial Police in Burma, then a British colony. He resigned in 1927 and decided to become a writer. In 1928, he moved to Paris 2 lack of success as a writer forced him into a series of menial jobs. He described his experiences in his first book, *Down and Out in Paris and London*, published in 1933. He took the name George Orwell, shortly before its publication. This was followed by his first novel, *Burmese Days*, in 1934.

An anarchist in the late 1920s, by the 1930s he 3 begun to consider himself a socialist. In 1936, he was commissioned to write an account of poverty among unemployed miners in northern England, which resulted 4 *The Road to Wigan Pier* (1937). Late in 1936, Orwell travelled to Spain to fight for the Republicans against Franco's Nationalists. He was forced to flee 5 fear of his life from Soviet-backed communists who were suppressing revolutionary socialist dissenters. The experience turned him into a lifelong anti-Stalinist.

Between 1941 and 1943, Orwell worked on propaganda for 6 BBC. In 1943, he became literary editor of the *Tribune*, a weekly left-wing magazine. 7 now he was a prolific journalist, writing articles, reviews and books.

In 1945, Orwell's *Animal Farm* was published. A political fable set in a farmyard but based on Stalin's betrayal of the Russian Revolution, it made Orwell's name and ensured he was financially comfortable 8 the first time in his life. *Nineteen Eighty-Four* was 9 four years later. Set in an imaginary totalitarian future, the book made a deep impression, with its title and many phrases – 10 as 'Big Brother is watching you', 'newspeak' and 'doublethink' – entering popular use. By now Orwell's health was deteriorating and he died 11 tuberculosis on 21 January 1950.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

Now, answer these two questions.

- 1 How may his stance on totalitarian political regimes have affected his writing?
- 2 Having worked for propaganda for the BBC, how may this have affected his view on the way the human mind can be manipulated?

¹ http://www.bbc.co.uk/history/historic_figures/orwell_george.shtml (the text has been adapted)

BBC 4 DOCUMENTARY – GEORGE ORWELL

You are going to watch a BBC documentary about George Orwell entitled *George Orwell: Life in Pictures*. Keep in mind that while most of the footage you are about to see is not original and was made employing professional actors, the entire text was written by George Orwell in the form of essays, articles, letters or reviews. You are going to watch only those segments of the documentary that will help you understand *Animal Farm* better and more thoroughly.

SCHOOL DAYS (PLAYTIME 03:50–07:30)

Watch the tape and fill in the table.

real name	
year/place of birth	
age when sent to a boarding school	
his dislike of school shown in ...	
at Eton ² , he considered common people ...	
as a student, he described himself as ...	

BURMESE DAYS (PLAYTIME 09:00–13:00)

Watch the tape and answer the questions below in note form, using 1–5 words.

Aged not even twenty and wanting to explore tyranny, Orwell moves to Burma and joins the Imperial police, which leaves an indelible imprint on his writing.

- a What is Orwell's attitude to the British imperial rule in Burma?
- b How does he see himself as a member of the Imperial Police force?
- c What does Orwell learn when seeing a young Burmese man hanged?
- d Why does he eventually leave the Imperial Police?
- e As a young man, what kind of books did Orwell want to write?

² an English boys' independent boarding school located in Eton, Berkshire; it was founded in 1440 by King Henry VI; Eton has educated 19 British prime ministers and generations of the aristocracy and has been referred to as the chief nurse of England's statesmen; it is the most expensive boarding school in the UK (source: Wikipedia)

DOWN AND OUT IN PARIS (PLAYTIME 14:50–18:00)

Watch the tape and complete the sentences below, using 1–5 words.

- a In Paris, Orwell was working on a novel which was _____ published.
- b Running out of money, Orwell was forced to take up a job of a _____ and was even hungry at times.
- c Eventually, Orwell grew fascinated with the life of the _____ and even associated with them.
- d When Orwell wrote articles about the life in the gutter, he lived with _____.
- e Orwell's manuscript was described as 'utterly disgusting, but _____ important'.
- f The first name of his pseudonym comes from a _____ and the second one from a _____.

ORWELL, A POLITICAL WRITER (34:00–37:00)

Watch the tape and decide which answer is correct.

- 1 Orwell believed that every book ...
 - a should have a political message.
 - b was politically biased to some extent.
 - c was politically impartial and should be seen as a piece of art.
- 2 His book *The Road to Wigan Pier* ...
 - a did not resonate with British readers.
 - b described the life of the British upper social class.
 - c was an instant hit.
- 3 Orwell decides to move to _____, when he started to earn enough money with his writing.
 - a the countryside
 - b London
 - c Paris
- 4 To reduce their living costs, Orwell and his wife even kept ...
 - a some hens and an orchard.
 - b a goat and a small vegetable garden.
 - c a small vegetable garden and some cows.

THE SPANISH CIVIL WAR (PLAYTIME 39:00–43:00)

Decide whether the statements below are true or false. Put a tick accordingly.

	TRUE	FALSE
1 Orwell went to Spain to fight fascism.		
2 When he arrived in Barcelona, Orwell took an instant dislike to the city and its aristocratic atmosphere.		
3 In Barcelona, Orwell met many members of the Spanish nobility.		
4 Orwell was sent to the mountainous region west of Barcelona where he joined the revolutionary militia.		
5 Orwell found the life at the front monotonous.		
6 Returning to Barcelona from the front, Orwell felt the city had not changed.		
7 Orwell grew dissatisfied with the Spanish communists, believing they had turned against Spanish workers.		

TOTALITARIANISM (PLAYTIME 54:00–57:00)

Both *Nineteen Eighty-Four* and *Animal Farm*, Orwell's seminal works, are anti-totalitarian in nature and message, painting a bleak picture of a society that is under complete control of a dictatorial political system.

Match parts of the sentences correctly.

- | | |
|--|---|
| 1 Orwell attributed the initial German success in World War II ... | A on how to go about fighting the enemy in war. |
| 2 Orwell provides advice ... | B to fight for his rights. |
| 3 Orwell gives a revolutionary public speech ... | C against the British ruling elite. |
| 4 Orwell encourages the ordinary English man ... | D to the lethargic British aristocracy. |

TIME TO REFLECT ...

Once you have watched the documentary, think about the following questions.

- 1 What have you learned about George Orwell? What kind of person does he strike you as?
- 2 How did his experience define him as an author?
- 3 How did his view on the common man change? Compare his views from his boyhood with the views expressed in the public speech?
- 4 How do you think this kind of thinking influenced *Animal Farm*?

PLOT – CHAPTER 1 (STANDARD LEVEL)

ANIMALS GATHER IN THE BIG BARN

The story takes place on an English farm near Willingdon. In the text, find the following:

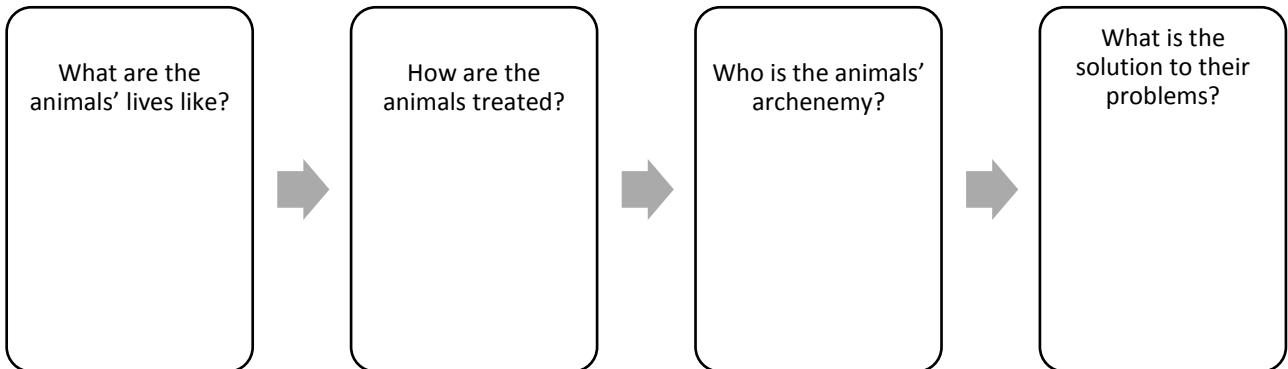
- the name of the farm: _____
- the owner of the farm: _____
- reason for the farm animals being able to congregate: _____

In this chapter, the novella's major characters are introduced, even though later in the story new (human and animal) characters are added. What are the following characters like?

character	physical and character traits
Old Major	
Boxer, Clover	
Muriel	
Benjamin	
Mollie	

OLD MAJOR'S SPEECH

Old Major's speech is the most important part of Chapter 1. Read it and fill in the diagram chart on the basis of what Old Major says.



Complete the message of Old Major's speech:

ALL MEN ARE _____, ALL ANIMALS ARE _____.

Old Major is very specific in his demands regarding animals' behaviour. What does he say about:

- sleeping in a house = _____
- wearing clothes = _____
- drinking alcohol = _____
- tyrannising over one's own kind = _____

Keep these Major's demands in mind, as they will be echoed through the entire work.

ANIMALS SING 'BEASTS OF ENGLAND'

What's the animals' reaction to the song? Who memorizes the lyrics the fastest? Why?

PLOT – CHAPTER 2 (STANDARD LEVEL)

ANIMALISM

Three days after giving his speech, Old Major dies and in the following three months three pigs (Snowball, Napoleon and Squealer) expound a system of thought they call Animalism. How do the following animals react to it?

Mollie	Boxer, Clover

REASONS FOR THE REVOLUTION

Why is Mr. Jones in a foul mood and what does he do at the Red Lion?

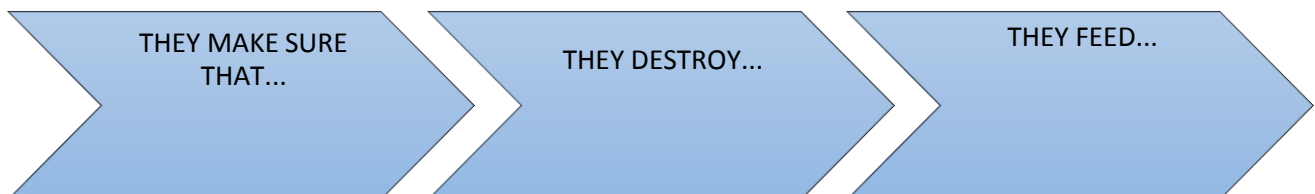
How do Jones's men treat the animals?

Why does Jones eventually physically attack the farm animals?

Why do animals win the fight?

ANIMALS' INITIAL REACTION TO THE VICTORY

Initially in disbelief over their improbable victory, what is the animals' immediate reaction to their accomplishment? Complete the flow chart outlining their reaction to their success.



When inspecting Jones's house:

- a how do the animals feel? _____
- b how does Mollie's react? _____
- c the animals decide the house should be turned into _____.

THE SEVEN COMMANDMENTS

Now, the Manor farm is renamed to _____ and on the wall of the big barn, the pigs publically write the seven rules that all the farm animals should live by. Fill in the gaps to complete the Seven Commandments.

- 1 Whatever goes upon _____ is an enemy.
- 2 Whatever goes upon four legs, or has _____, is a friend.
- 3 No animal shall wear _____.
- 4 No animal shall sleep in a _____.
- 5 No animal shall drink _____.
- 6 No animal shall kill any other _____.
- 7 All animals are _____.

What do these Seven Commandments remind you of? Why do we need rules anyway?

THE ROLE OF PIGS

In Chapter 2, we learn that the pigs are taking control of the farm on account of their intellect, which the other animals consider only natural: "The work of teaching and organising the others fell naturally upon the pigs, who were generally considered as being the cleverest of the animals."

Three pigs in particular stand out. What do you find out about them?

Napoleon	Snowball	Squealer
The names are very suggestive; what may they imply?		

When did the pigs learn to read and write? What happens to the milk in the end of Chapter 2? What implications do these two things have?

PLOT – CHAPTER 3 (STANDARD LEVEL)

THE ANIMALS' FIRST HARVEST

The animals' first harvest without human supervision exceeds all expectations. What is the success of this harvest attributed to?

The division of work on the farm comes about naturally, it seems. Who assumes the leadership and why? Who proves to be the most laborious member and what does he demand?

Boxer invents his own personal maxim. What is it and how does it reflect his character?

THE ANIMALS' ATTITUDE TO THE NEW SYSTEM

However, not all the animals share the enthusiasm over the self-governing animal farm. What is Mollie's, Benjamin's and the cat's reaction to the new system?

	the character's reaction to the new system
Mollie	
Benjamin	
the cat	

CEREMONY AND LITERACY

Rituals and ceremonies are part of any society, as is the case in *Animal Farm*. The animals introduce a ceremony that enables all the farm animals to participate and to have their say. The ceremony takes place on Sundays, as it is the day when the animals are exempt from work. Describe this ceremony.

element of the ceremony	description of a part of a ceremony
flag	What are the colour and the 'coat of arms' supposed to represent?
meeting	Who runs the meetings? What is the purpose of the meetings? What do the animals notice about Snowball and Napoleon?
song	Which song do they finish their weekly meetings with?

NOTE: In the following chapters, keep an eye on ceremonial events that take on a **ritualistic nature** and start to serve ideological purposes.

SNOWBALL'S PROJECTS

Of all the pigs, Snowball seems to be the most proactive and forward-thinking. He introduces a number of projects, yet most of them prove unsuccessful. Put a tick (✓) next to the project that was successful and a cross (✗) if the project was unsuccessful.

- | | |
|--|---|
| <input type="checkbox"/> the Egg Production Committee | <input type="checkbox"/> the Whiter Wool Movement |
| <input type="checkbox"/> the Clean Tails League | <input type="checkbox"/> literacy classes |
| <input type="checkbox"/> the Wild Comrades' Re-education Committee | |

What does the success of these projects tell you about Snowball and his ideas?

All the farm animals participate in literacy classes and gain some degree of literacy. Rank the animals from the box according to the literacy level they attain (1 = the most literate, 6 = the least literate).

	Boxer	Clover	Sheep/Hens/Ducks	Dogs	Pigs	Benjamin	Muriel
1	_____	&	_____				
2	_____						
3	_____						
4	_____						
5	_____						
6	_____						

In your view, how does the animals' intelligence affect their roles in the Animal Farm society? Do all the animals use their entire intellectual capacities? Why (not)? _____

Since the Seven Commandments prove to be too difficult for the animals to memorise, the pigs decide to simplify them to: _____ and the sheep decide to learn this motto by heart, bleating it at any possible occasion.³

PIGS CONTINUE TO ASSUME POWER

Just like in the preceding chapter, pigs continue to assume power over the other farm animals.

- 1 What does Napoleon do with the nine newly born puppies?
 - 2 Pigs put apples and milk aside for themselves. How does Squealer make the animals agree on apples and milk being set aside for the pigs?
-

³ Note that Orwell was very interested in the idea of how language influences man's cognition. In his seminal work, *Nineteen Eighty-Four*, Orwell creates a dystopian society where the totalitarian state Oceania creates a controlled (simplified) language Newspeak, the aim of which is to control and limit the freedom of thought, and concepts that pose a threat to the regime such as freedom, self-expression, individuality, and peace.

PLOT – CHAPTER 4 (STANDARD LEVEL)

THE HUMAN WORLD

In Chapter 4, two worlds – that of humans and that of animals – start to collide, as the pigs start to realise that the farm cannot survive in complete isolation. Fill in the table below with the missing information.

	Foxwood (representing the UK)	Pinchfield (representing Germany)
owner		
the state this farm is in		

How do Napoleon and Snowball spread the news of Animal Farm? How do animals across the country react?

BATTLE OF THE COWSHED

Answer the questions about the first battle between humans and the animals.

Who leads the men? How many are they? What weapons do they carry?	
Who leads the animals? What is their strategy based on?	
Are there any casualties?	
Who receives the military decoration: Animal Hero, First Class and Animal Hero, Second Class?	

PLOT – CHAPTER 5 (STANDARD LEVEL)

MOLLIE'S DISAPPEARANCE

Since the very beginning, Mollie was reluctant to embrace the idea of a self-governing animal farm with no human supervision.

Who was she seen talking to at the hedge?

What was hidden in her stall and what may this suggest?

What did the pigeons report on?

NAPOLEON vs. SNOWBALL

In Chapter 5, the antagonism between Napoleon and Snowball becomes increasingly noticeable, especially in the matter of building a new windmill. Answer the questions about the two characters.

	Napoleon	Snowball
What are his oratory skills like and how does he get support?		
What is his stance on the windmill?		
How does he arrive at the idea of the windmill?		
Who are mostly his supporters? What is ultimately their slogan?		
What is his view on animal rebellions across the country and the defence of Animal Farm?		

SNOWBALL'S BANISHMENT AND NAPOLEON'S REIGN

While giving a convincing political speech on the importance of building a new windmill, Snowball is brutally interrupted. Who interrupts his speech and what happens to Snowball?

As soon as Snowball gets driven off the farm, Napoleon introduces a number of changes, signalling the beginning of a new era. Who makes the decisions on behalf of all the farm animals from now on? How do the Sunday morning ceremonies change?

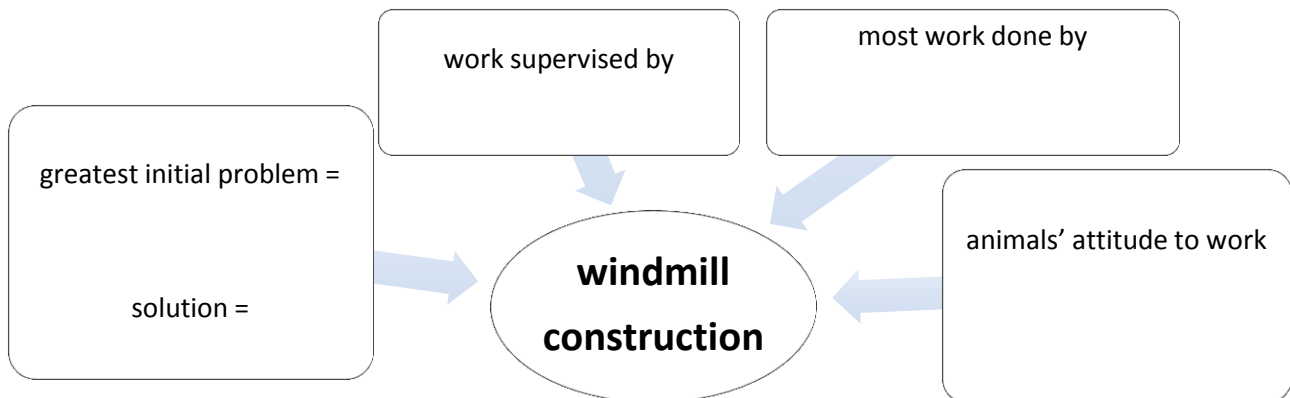
Who protects Napoleon?

Finally, Napoleon announces that the windmill is going to be built after all. Who explains this seemingly unusual decision and how is Napoleon's change of hearts explained?

PLOT – CHAPTER 6 (STANDARD LEVEL)

CONSTRUCTION OF THE WINDMILL

Now, the construction of the windmill is well under way and it proves to be a difficult and laborious undertaking. Complete the diagram below on the construction of the windmill.



ENGAGING IN TRADE WITH HUMANS

With the farm's ambitions and plans, Animal Farm is not self-sufficient any longer; rather they need to engage in trade with the outside world to obtain goods they themselves cannot produce. How do the animals react to this news; why?

Who is the human they start to trade with? How is he described? What may his surname suggest?

THE FIRST WINDMILL DESTROYED

A storm in November blows down the windmill.

How do the animals react?	How does Napoleon react?	How is the destruction of the windmill explained? How is this explanation accepted?

ANIMALS' LIVING CONDITIONS

In Chapter 1, Old Major gives a speech which lays the foundations of Animalism. Think about how much of what he envisioned for the animals is still relevant. Do you think more of the initial rules will be broken?

Old Major's words	How/When are these ideals no longer adhered to? Provide examples.
<p>I merely repeat, remember always your duty of enmity towards Man and all his ways. Whatever goes upon two legs is an enemy. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And, above all, no animal must ever tyrannise over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal. (Chapter 1)</p>	

HOW HAS LIFE CHANGED⁴

Has life for the farm animals changed for the better or worse? Provide examples to justify your answers.

aspect	changes
food	
work	
self-governance	
relationships	

⁴ This activity has been adapted from *Animal Farm – a Study Guide* (Educasia 2012) and *Study Guide for Animal Farm* (Glencoe McGraw-Hill 2015)

PLOT – CHAPTER 7 (STANDARD LEVEL)

In Chapter 7, the animals have set about rebuilding the windmill, this time making the walls much thicker than before. Cold and hungry due to the pigs' mismanagement of the farm, they find inspiration in Boxer, the most industrious worker, rather than in Squealer's motivational talks.

ILLUSION OF A SUCCESSFUL FARM

However, the pigs realise Animal Farm needs to maintain an illusion of a successful farm. How do they achieve this?

HENS REBEL

Trading with the outside world, the pigs reach an agreement with Mr. Whymper to sell him a certain number of eggs on a weekly basis. How do the hens rebel against this decision and what's the final outcome of the rebellion? What do you learn about Napoleon?

CHANGING HISTORY

In order to secure his position as a (despotic, totalitarian) leader, Napoleon starts to change history – he starts to alter historical facts, often drawing upon 'secret documents'. According to the newly discovered documents, how does Napoleon's and Snowball's roles in the Battle of the Cowshed change?

Snowball's actual role in the battle	Napoleon's actual role in the battle
Snowball's role now	Napoleon's role now

How do the animals accept these changes of historical facts? What does this tell you about the animals (humans)?

KILLINGS (PURGES)

In Chapter 7, one of the most bizarre scenes unfolds – a ruthless massacre of a number of animals. Who gets killed and what do these animals confess to?

Who do the dogs try to kill, but fail? Why do you think Napoleon wanted to eliminate this character?

In the end of Chapter 7, the killings are juxtaposed with the serene landscape of Animal Farm that the animals behold admiringly. Spontaneously, they begin to sing *The Beasts of England*, but they are informed the song has been banned. Why?

PLOT – CHAPTER 8 (STANDARD LEVEL)

NAPOLEON THE LEADER

In Chapter 8, Napoleon acquires the status of a tyrant. How do the following elements set him apart from the rest of the animals?

- his accommodation: _____
- the way other animals address him: _____
- the way other animals refer to him in his absence: _____
- Minimus's anthem: _____
- protection: _____

THE COMPLETION OF THE SECOND WINDMILL

What's the animals' attitude to the newly constructed windmill?

Did they stick to the deadline?

How do the animals name the new windmill?

BATTLE OF THE WINDMILL

After many negotiations with both neighbours, Mr. Pilkington and Frederick, Napoleon decides to sell timber to Fredrick. Discovering the wood was paid in counterfeit money, Napoleon pronounces the death sentence upon Frederick. The very next morning, Frederick's men attack. Answer the questions below.

How do the men destroy the windmill?

How do the animals react to the destruction of the windmill?

Who gets injured in the battle?

How do pigs present the outcome of the battle and how do they finally react to their 'victory'?

PLOT – CHAPTER 9 (STANDARD LEVEL)

LIFE ON THE FARM

What's life for the animals now like?

pigs	other animals

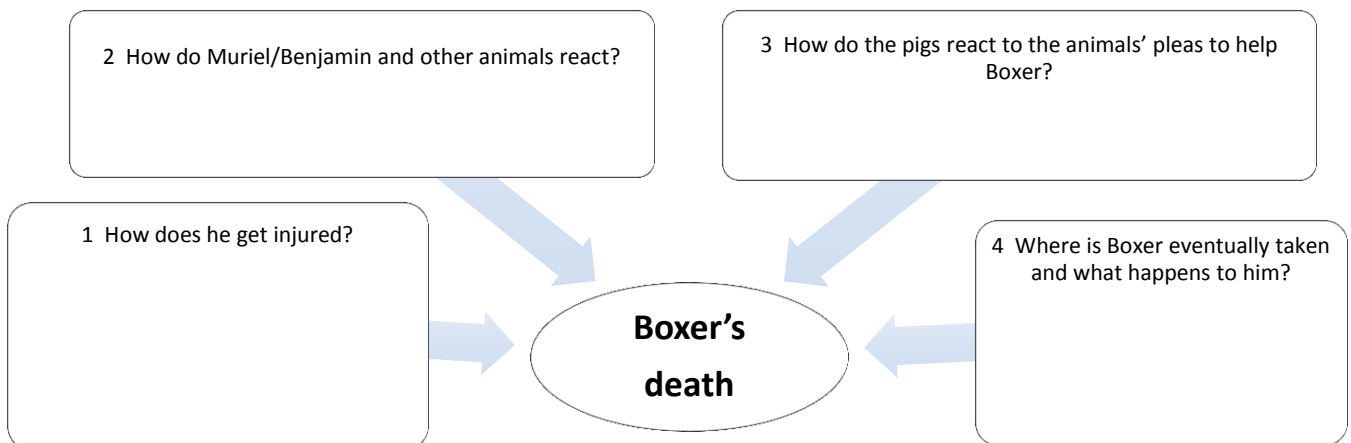
MOSES

Moses, once banished from Animal Farm, returns. Which piece of information lets the reader know that the pigs, in fact, approve of his return?

Why do you think the pigs tolerate the idea of Sugarcandy Mountain now?

BOXER'S DEATH

Answer the questions about the incident leading to Boxer's death:



PLOT – CHAPTER 10 (STANDARD LEVEL)

DEVELOPMENT OF ANIMAL FARM

Animal Farm has developed significantly, acquiring a number of modern contraptions that make the farm's production more effective. What are some of the things animals now use?

On the farm, there is a clear division of work among the animals. What kind of work do pigs and other animals do?

- pigs: _____
- other farm animals: _____

PIGS WALK ON THEIR HIND LEGS

Throughout the book, the pigs undergo a transformation from being farm animals to being the farm animals' masters that set themselves even physically apart. They become a social class in their own right.

How do the pigs master the art of waking on two legs?

What to the sheep start bleating? Who taught them that?

What is Napoleon holding in his hand (trotter) and how may this be symbolic of the pigs' social position?

What happens to the Seven Commandments?

HUMAN NEIGHBOURS VISIT THE MANOR FARM

In the very end of the book, pigs invite human neighbours to inspect the farm and to reconcile their differences. During the visit, both Mr. Pilkington and Napoleon give a speech. What is the message of these two speeches?

Mr. Pilkington's message	Napoleon's message

In the end, the pigs and the humans play a game of cards, where it becomes evident that one of the parties (or even both) is cheating in the game. What may this imply?

In the end, the farm animals are interested to know what is going on in the house, but peeking through the window they cannot tell the humans from the pigs. What may this imply?

MINI COMPREHENSION TEST 1 – CHAPTERS 1–3

STUDENT: _____

Write your answers (A–D) in the below table.

1	2	3	4	5	6	7

- 1 Which literary character is characterised by his unwillingness to talk?
 - a Snowball
 - b Napoleon
 - c Benjamin
 - d Old Major
- 2 Old Major gives a revolutionary speech that is based on ...
 - a his experience.
 - b his dreams.
 - c what he has witnessed on other farms.
 - d a philosophical book that he has recently read.
- 3 What is the title of the song the animals start singing spontaneously?
 - a Let's beat England
 - b Beasts of England
 - c Animals will prevail
 - d Tyrant man shall be overthrown
- 4 The pigs expound a philosophical system the animals should live by. What is it called?
 - a Animal Rebellion
 - b Animal Laws
 - c Sugarcandy Mountain
 - d Animalism
- 5 Jones, the owner of Animal Farm, has taken to drinking because ...
 - a he was forced to be a farmer by his parents.
 - b he did not earn enough money for his family to lead a proper life.
 - c he lost a lot of money in a lawsuit.
 - d his wife left him.
- 6 Once Mr. Jones is banished from the farm, his house is initially ...
 - a designated as a place for all the animals to gather and make mutual decisions.
 - b burnt down as to destroy any sign of Jones.
 - c designated as the sleeping quarters for the pigs.
 - d made into a museum attesting to the animals' rebellion.
- 7 In the course of the story, nine puppies are delivered. What happens to them?
 - a The farm animals decide they should be sold.
 - b All the farm animals decide they should be raised as watchdogs.
 - c Napoleon takes them away and they are soon forgotten.
 - d They become active opponents of Animalism.

MINI COMPREHENSION TEST 2 – CHAPTERS 4–6

STUDENT: _____

Write your answers (A–D) in the below table.

1	2	3	4	5	6

- 1 Who helps spread the song 'Beasts of England' across the country?
 - a pigeons
 - b cows
 - c horses
 - d sheep
- 2 The news of Jones planning to attack Animal Farm reaches the animals. What is Snowball's defence plan based on?
 - a Napoleon Bonaparte's defence strategies
 - b Julius Caesar's defence strategies
 - c Stalin's defence strategies
 - d his own wit and resourcefulness
- 3 Mollie, the beautiful mare, is caught ...
 - a being stroked by a man.
 - b stealing sugar from Jones's pantry.
 - c wearing ribbons in the stall.
 - d admiring her own reflection in the pond.
- 4 Immediately after Snowball is banished from the farm, Napoleon announces that ...
 - a the meetings will continue to take place as usual.
 - b he will take up residence in Jones's house.
 - c a special committee of pigs will decide on all Animal Farm policy.
 - d it is not allowed to publicly sing 'Beasts of England'.
- 5 The farm is no longer self-sufficient and needs to enter trade with humans. Who is their human intermediary?
 - a Mr. Jones
 - b Mr. Pilkington
 - c Mr. Foxwood
 - d Mr. Whymper
- 6 Pigs start sleeping in beds and Squealer justifies this as ...
 - a something they need for all the intellectual work they do.
 - b something that befits their new social status.
 - c something Napoleon decided on and Napoleon is always right.
 - d somethings pigs need to survive.

MINI COMPREHENSION TEST 3 – CHAPTERS 7–8

STUDENT: _____

Write your answers (A–D) in the below table.

1	2	3	4	5	6	7

- 1 The pigs decide to build a new windmill, but this time the windmill ...
 - a will be significantly taller.
 - b will contain additional rooms for the pigs.
 - c will be surrounded by a barbed wire.
 - d will have thicker walls.
- 2 To pay for grain and feed, Napoleon demands the hens give up 400 eggs a week ...
 - a but the hens are physically unable to deliver so many eggs.
 - b but the hens refuse to do so and revolt against this decision.
 - c for which they will be rewarded with additional rations of corn.
 - d and they do so willingly, saying “Napoleon is always right”.
- 3 After having questioned Squealer’s claim that Snowball worked for Jones, Boxer ...
 - a is attacked by Napoleon’s dogs, which he is able to avert successfully.
 - b is attacked and heavily injured by Napoleon’s dogs.
 - c is considered Jones’s spy and is disallowed to socialise with the other farm animals.
 - d is tortured by Napoleon’s followers.
- 4 Napoleon sells timber ...
 - a to Frederick who pays him with a blank cheque.
 - b to Mr. Pilkington who pays him with a blank cheque.
 - c to Frederick who pays him with counterfeit bills.
 - d to Mr. Pilkington who pays him with counterfeit bills.
- 5 Animal Farm is once again attacked by ...
 - a Jones and his men.
 - b Mr. Pilkington and his men.
 - c Frederick and his men.
 - d Mr. Whymper and his men.
- 6 The pigs chance upon a barrel of whiskey, get drunk and later ...
 - a declare a capital sentence on any animal that should dare drink alcohol.
 - b decide to purchase greater amounts of alcohol.
 - c decide to produce their own alcohol in the future.
 - d ask Mr. Whymper to procure alcohol for them.
- 7 Regarding alcohol, Squealer ...
 - a announces publicly that a limited consumption of alcohol is allowed after all.
 - b gives a public speech on the devastating effects of excessive alcohol consumption
 - c secretly rewrites one of the Seven Commandments related to alcohol consumption.
 - d gives a moralising lecture on how pigs need to consume some alcohol to do all the intellectual work.

MINI COMPREHENSION TEST 4 – CHAPTERS 9–10

STUDENT: _____

Write your answers (A–D) in the below table.

1	2	3	4	5	6	7

- 1 It was decided that the animals on Animal Farm have the right to retire when they reach a certain age. Horses can retire at the age of ...
 - a 10
 - b 12
 - c 14
 - d 15
- 2 Napoleon becomes a father to 31 piglets that ...
 - a associate with other farm animals, acting as spies and informing Napoleon of any illegal doings among the animals.
 - b help Napoleon become a father figure to other farm animals, as well.
 - c are discouraged to socialize with other animals and are educated by Napoleon himself.
 - d die of starvation as there is not enough food.
- 3 When Moses, the raven, returns to Animal Farm ...
 - a the pigs use their dogs to hunt him down.
 - b the pigs allow him to stay, even giving him an allowance of beer.
 - c the pigs allow him to stay, but disallow any ideas of Sugarcandy Mountain.
 - d the farm animals offer him a shelter and hide him from the pigs.
- 4 While working, Boxer collapses because ...
 - a his lugs fail.
 - b he suffers a heart-attack because of physical over-exertion.
 - c a stone from the quarry injures his hind legs.
 - d the pigs flog him too much.
- 5 Boxer is taken away in a van on which it is written ...
 - a 'Equestrian Medical Centre'
 - b 'Horse Slaughterer and Glue Boiler'
 - c 'Veterinary Surgeon'
 - d 'Long Live Napoleon'
- 6 When Napoleon is seen walking on two legs, he is carrying ...
 - a a walking cane.
 - b Old Major's skull.
 - c a bottle of champagne.
 - d a whip.
- 7 When the pigs are hosting the human neighbours, a fight ensues because ...
 - a someone is cheating in the game of cards.
 - b one of the human guests offends Napoleon.
 - c Napoleon offends Mr. Pilkington.
 - d Mr. Pilkington calls the farm Animal Farm, whereas the pigs now use the term 'Manor Farm'.

VOCABULARY – CHAPTERS 1–3

The tasks below focus on some of the words that appear in Chapters 1–3. To do all the exercises, you may need to consult a dictionary.⁵

Match the words from the box with their definitions.

	benevolent	to ensconce	dignity	enmity	vivacious	pellet	trotter	
1	a small hard ball or tube-shaped piece of any substance						1	_____
2	a pig's foot (esp. when used for food)						2	_____
3	the quality or state of deserving respect, esp. because of being controlled, serious and calm						3	_____
4	(a) feeling of hate						4	_____
5	kind and helpful						5	_____
6	to place (yourself) firmly in a particular place for a length of time						6	_____
7	(esp. of a woman or girl) attractively full of energy and enthusiasm						7	_____

Form new words from those provided in brackets.

- 1 A nice, _____ old woman runs the hostel, and I'm sure she'd make you a packed lunch if you asked her. (MOTHER)
- 2 I think she takes a rather _____ view of men. (CYNIC)
- 3 A day came when she couldn't tolerate his cruelty anymore – she took a knife and stabbed her _____. (TORMENT)
- 4 This, the president promised us, was a war against _____. (TYRANT)
- 5 A country's future _____ depends, to an extent, upon the quality of education of its people. (PROSPER)

Use the words from the box in the below sentences.

to shirk	literate	obvious	acute	maxim
----------	----------	---------	-------	-------

- 1 He often preaches the _____ of 'use it or lose it'.
- 2 He was a brilliant inventor, but he needed a financially _____ partner to help him develop his business.
- 3 They do have a small child, and so for _____ reasons they need to find work as soon as possible.
- 4 If you _____ your responsibilities/duties now, the situation will just be that much harder to deal with next month. (= avoid)
- 5 She was taken to hospital suffering from _____ abdominal pains.

⁵ the example sentences have been taken or adopted from *Cambridge International Dictionary of English*

VOCABULARY – CHAPTERS 4–6

The tasks below focus on some of the words that appear in Chapters 4–6. To do all the exercises, you may need to consult a dictionary.⁶

Match the words from the box with their definitions.

shrewd impromptu articulate quarry perpetually to flourish prophecy	
1 able to express, or expressing, thoughts and feelings easily and clearly	1 _____
2 to grow or develop successfully	2 _____
3 a statement that says what is going to happen in the future, esp. one which is based on what you believe about a particular matter rather than existing facts	3 _____
4 a large artificial hole in the ground where stone, sand, etc. is dug out of the ground for use as building material	4 _____
5 continuing forever in the same way	5 _____
6 possessing or based on clear understanding and good judgment of a situation, resulting in an advantage	6 _____
7 done or said without earlier planning or preparation	7 _____

Form new words from those provided in brackets.

- The UN General Assembly _____ adopted a treaty making hostage-taking an international crime. (UNANIMITY)
- “What do you think of his songs?” “The tunes are great, but I can’t stand the _____ of his lyrics.” (SENTIMENTAL)
- The fight for the leadership gave a fascinating insight into the group’s _____ (= forces that produce change in the group). (DYNAMIC)
- They demand unquestioning _____ from every follower. (OBEY)
- They reacted with shock and _____ to the charge of cheating. (INDIGNANT)
- The government has brutally crushed the _____. (REBEL)
- She was renowned for her _____ and beauty. (ELOQUENT)

Use the words from the box in the below sentences.

unintelligible faction to emerge to and fro	
1 They _____ from the bushes looking rather embarrassed.	
2 She was so upset that what she said was completely _____.	
3 She was gazing out the window, rocking rhythmically _____.	
4 The party split on that issue and is now in danger of breaking into two or more _____.	

⁶ the example sentences have been taken or adopted from *Cambridge International Dictionary of English*

VOCABULARY – CHAPTERS 7–8

The tasks below focus on some of the words that appear in Chapters 7–8. To do all the exercise, you may need to consult a dictionary.⁷

Match the words from the box with their definitions.

to mangle	pretext	fortnight	privy to	to fall short (of)	to abolish	to hoist	
1	to end (an activity, custom, etc.) officially					1	_____
2	to lift something heavy, usually using ropes					2	_____
3	a pretended reason for doing something that is used to hide the real reason					3	_____
4	to fail to reach a desired amount or standard and is disappointing					4	_____
5	a period of two weeks					5	_____
6	to destroy (something) by twisting it with force or tearing it into pieces so that its original form is completely changed					6	_____
7	to be aware of or knowing about (something secret)					7	_____

Form new words from those provided in brackets.

- I'm very _____ of your new coat – it's lovely. (ENVY)
- The quality of the light provided the _____ for the painting. (INSPIRE)
- Some people think to succeed in this world you have to act _____. (RUTHLESS)
- He claims that he is completely devoted to his children and yet it is _____ (= clearly) not the case. (MANIFEST)
- Snow and ice in the south-east has left many roads _____, and motorists are warned to drive slowly. (TREACHERY)

Use the words from the box in the below sentences.

to collaborate	scoundrel	to decree	unscathed	machinations	to muzzle
----------------	-----------	-----------	-----------	--------------	-----------

- They _____ an end to discrimination on grounds of age.
- Her husband died in the accident and she, amazingly, escaped _____.
- A German company _____ with a Swiss firm to develop the product.
- He's an absolute _____ – he took our antique vase to get it valued and we haven't seen him since.
- Despite a commitment to more open government, the public are still being kept in the dark about the inner _____ of the Cabinet.
- The new Secrecy Act will _____ the media and the opposition (= prevent them from expressing independent opinions).

⁷ the example sentences have been taken or adopted from *Cambridge International Dictionary of English*

VOCABULARY – CHAPTERS 9–10

The tasks below focus on some of the words that appear in Chapters 9 and 10. To do all the exercise, you may need to consult a dictionary.⁸

Match the words from the box with their definitions.

complicity superannuated particulars desperation suspicious indignant	
1 involvement in a crime or some activity that is wrong	1 _____
2 distrustful	2 _____
3 single parts or details of something	3 _____
4 angry because of something which is wrong or not fair	4 _____
5 the feeling that you have when you are in such a bad situation that you are willing to take risks in order to change it	5 _____
6 no longer suitable for work or use	6 _____

Form new words from those provided in brackets.

- 1 There was nothing in his _____ that suggested that he was anxious. (DEMEAN)
- 2 So many people nowadays are obsessed with the _____ of wealth. (CREATE)
- 3 The 1930s was a time of high unemployment and economic _____ in much of the United Kingdom. (HARD)
- 4 The agency sent a _____ for the secretary who resigned. (REPLACE)
- 5 He drew attention to the _____ (= lack) of (any) concrete evidence against the defendant. (ABSENT)
- 6 Checking the entire report for mistakes was a _____ business. (LABOUR)

Use the words from the box in the below sentences.

to lament to make a point of orchard insufficient limb
--

- 1 She _____ keeping all her shopping receipts. (= you always do it or you take particular care to do it)
- 2 They have a large estate, part of which is also an apple _____ where they grow the organic apples.
- 3 If you are out on a _____, you have an opinion which is different from most people's and unpopular.
- 4 There was _____ money to fund the tour, which is why it had to be cancelled.
- 5 My grandmother, as usual, _____ the decline in moral standards in today's society.

⁸ the example sentences have been taken or adopted from *Cambridge International Dictionary of English*

WRITING SKILLS – CHAPTER 1

ANALYSING AND WRITING A SPEECH

In Chapter 1, Old Major gives a (political) speech which serves as the incentive for the animals' revolution. In writing this speech, George Orwell follows many conventions of speech writing. In fact, literary critics often regard Old Major's speech as an excellent example of a political speech.

Even though it seems Old Major gives an impromptu speech, public speeches are usually carefully planned and structured. To achieve maximum effect, orators often resort to a number of stylistic devices, of which the following are the most common:

- 1 Repetition of words (to reinforce ideas):
 - M. L. King: **Go back** to Mississippi, **go back** to Alabama, **go back** to South Carolina, **go back** to Georgia, **go back** to Louisiana, **go back** to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.
- 2 Syntax – syntactic elements:
 - THE MAGIC THREE (mentioning three elements which are the same syntactic units): ... because of what we did on **this day**, in **this election**, at **this defining moment** – change has come to America (B. Obama's inaugural speech)
 - INVERSION = INVERTED WORD ORDER: Blessed are we ... vs. We are blessed (syntactically and stylistically unmarked)
- 3 Including famous quotes (intertextuality) or referring to historic personalities/events: in less serious speeches, references to films/songs (or other products of popular culture) are also often referred to;
 - Regan: Alexander Hamilton said, "A nation which can prefer disgrace to danger is prepared for a master, and deserves one."
- 4 Contrasts (to reinforce the desired idea; to draw attention to the desired by mentioning what is not desired):
 - We are not **enemies**, but **friends**. (A. Lincoln)
- 5 Addressing the audience:
 - a YOU: addressing the audience directly (but excluding oneself)
 - b WE/US: addressing the audience directly and including oneself (the speaker presents himself as one of the listeners)
 - c Direct address through the use of the Imperative: Remember this: we will not go undefeated ...
 - d Indirect address: the people of Slovenia are not ready to say no
 - e greeting the audience: Dear fellow students ... Dear fellow Americans ...
- 6 Figurative language:
 - Metaphors and similes/comparisons (as ... like ...)
 - Imagery and figurative language
- 7 Lexis (words choice): choosing formal words over informal/colloquial/slangy expressions
- 8 the Question-Answer Format: the speaker poses a rhetorical question that is not intended for the audience to answer, but rather provides the answer himself

Now, read and listen to part of Old Major's speech. Which of the above stylistic devices can you identify in his speech?

(*Animal Farm* Audio Book; playtime 4:38 – 7:12)

'Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you. 'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth.

'But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep — and all of them living in a comfort and a dignity that are now almost beyond our imagining. 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. There, comrades, is the answer to all our problems. It is summed up in a single word — Man. 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.

When giving a simple speech, one may follow the below structure:

1st paragraph = INTRODUCTION

address direct at the audience + expressing gratitude for the audience's presence at your speech
clear reasons/aims for speaking
the problem discussed (motion)
the speaker's conviction clearly expressed (thesis)
a statement that will make the listener interested in your speech (e.g. a rhetorical question, joke, anecdote, quote, etc.)

2nd and 3rd paragraphs (or more) = MAIN BODY

divide your arguments logically
do not include the same amount of pros and cons (not a balanced argument!) with examples

4th paragraph = CONCLUSION

a short summary of the above
the final emphasis/thought

Now, imagine you need to give a speech on one of the motions below:

- Power corrupts people.
- For the Matura exam, more interesting books should be selected.
- Young people are not interested in politics, because they have no say in it.

Write your speech of up to 250 words, including as many of the above rhetorical devices as possible.

WRITING SKILLS – CHAPTER 1

WRITING A POEM

In Chapter 1, Old Major starts to sing 'Beasts of England'. Below are four stanzas from the entire song. Which stanza 1–4 answers the following questions?

- What will animals have?
- What will happen to man?
- How will they achieve this?
- What will they get rid of?

A

Soon or late the day is coming,
Tyrant Man shall be o'erthrown,
And the fruitful fields of England
Shall be trod by beasts alone.

B

Rings shall vanish from our noses,
And the harness from our back,
Bit and spur shall rust forever,
Cruel whips no more shall crack.

C

Riches more than mind can picture,
Wheat and barley, oats and hay,
Clover, beans, and mangel-wurzels
Shall be ours upon that day.

D

For that day we all must labour,
Though we die before it break;
Cows and horses, geese and turkeys,
All must toil for freedom's sake.

GROUP WORK

Imagine you are finishing your high-school studies. Your group has been selected by the school management to write an **inspirational song**, a sort of an anthem, to be sung at your prom. This anthem needs to answer these basic questions:

- 1 What does the future hold for your generation?
- 2 How will the students in your generation achieve this?
- 3 How has school affected your life so far and how will it affect it in the future?

You may want to answer any other question you consider important.
Think of an effective title for this song.

SPEAKING SKILLS – CHAPTER 2

CLASS DISCUSSION – THE SEVEN COMMANDMENTS

Situation:

Imagine you find yourselves in a similar situation as the farm animals. For example, all the students from your class were on an airplane as part of their prom trip. Suddenly, the airplane malfunctioned and crash-landed on a deserted island. With no adults surviving the accident, you – the students – are left to your own devices. In order to maintain some semblance of civilisation, you need to lay down some basic rules to live by. **Divided into groups, your task is to invent seven rules (seven commandments) that will ensure your survival on the island.**

ALTERNATIVE 1:

- The entire class is divided into groups of roughly equal sizes (four groups with around seven students).
- Each group is given the same task of inventing the seven commandments. They write their commandments on a sheet of paper.
- Each group reports on their decisions, sticking their sheets on the whiteboard.
- Finally, the entire class needs to arrive at the final version of their seven commandments.

ALTERNATIVE 2:

- The entire class is divided into groups by **gender**, thus creating male-only and female-only groups. Each group is given the same task of inventing the seven commandments.
- Compare the rules the girls and the boys have written down. Are there any differences between boys and girls? If so, what are the differences? How would you explain them?

Time-permitting, you may draw the final version of your Seven commandments.

WRITING SKILLS – CHAPTER 4

TASK 1 – REPORT

Imagine you are one of the men who helped Jones in his attack on Animal Farm. The editor-in-chief of the local newspaper, *The Willingdon Times*, has written you a letter, asking you to write a short report of up to 150 words on what you saw and experienced on the farm.

Write your report based on the editor-in-chief's letter together with your scribbled notes:

Dear Mr. Lockley,

I have heard that yesterday you helped Mr. Jones to reclaim his farm. Since many farmers across the country fear the same might happen to them, your experience would prove invaluable. Would you be willing to share your experience in a report for our newspaper in which you:

- explain who joined you and what happened;
- provide suggestions on how to act in similar situations.

Best regards,

Seth McClain, editor-in-chief

The Willingdon Times

*in a similar
situation
one should*

- *number of men participating was ...*
- *our weapons ...*
- *animals' reaction was...*

TASK 2 – REPORT

Imagine you are Squealer. Snowball has asked you to write an official report on the *Battle of the Cowshed* of up to 150 words in which you:

- describe the battle and write who is responsible for the Animal Farm's victory;
- focus on the injuries and losses;
- mention the recipients of the new military decorations.

WRITING SKILLS – CHAPTER 5

Choose one of the tasks below. Once you have written your entry, you may want to compare it with a student who has chosen a different task.

TASK 1 – SNOWBALL’S DIARY ENTRY

You’re Snowball and it’s the evening of the day when you were banished from the farm. Write a short diary entry of up to 150 words in which you:

- evaluate what you have experienced today;
- express your feelings about what has happened,
- express your plans for the future.

TASK 2 – NAPOLEON’S DIARY ENTRY

Imagine you’re Snowball and it’s the evening of the day Snowball was banished from the farm. Write a short diary entry of up to 150 words in which you:

- evaluate what you have experienced today;
- express your feelings about what has happened,
- include your future plans.

SPEAKING SKILLS – CHAPTER 5

A 20-MINUTE CLASS DISCUSSION: THE WINDMILL DEBATE⁹

In Chapter 5, the reader learns that the animals on the farm are clearly divided, depending on who they support:

The whole farm was deeply divided on the subject of the windmill. Snowball did not deny that to build it would be a difficult business. Stone would have to be carried and built up into walls, then the sails would have to be made and after that there would be need for dynamos and cables. (How these were to be procured, Snowball did not say.) But he maintained that it could all be done in a year. And thereafter, he declared, so much labour would be saved that the animals would only need to work three days a week. Napoleon, on the other hand, argued that the great need of the moment was to increase food production, and that if they wasted time on the windmill they would all starve to death. The animals formed themselves into two factions under the slogan, 'Vote for Snowball and the three-day week' and 'Vote for Napoleon and the full manger.' Benjamin was the only animal who did not side with either faction. He refused to believe either that food would become more plentiful or that the windmill would save work. Windmill or no windmill, he said, life would go on as it had always gone on — that is, badly.

SITUATION

The entire class is divided in half: one half are **Napoleon's supporters**; the other half are **Snowball's supporters** and you engage in a lively **debate** on whether the windmill is truly necessary or merely Snowball's latest flight of fancy.

- **NAPOLEON'S FACTION:** in your group, prepare arguments **against the construction** of the windmill; apart from the arguments given in the text, can you think of any other? Also, keep in mind that many of Snowball's fanciful ideas were never put into practice (which ones?) May this be one of them; why?
- **SNOWBALL'S FACTION:** in your group, prepare arguments **supporting the construction** of the windmill; use the arguments from the text and supplement them with your own. Also, keep in mind that so far Napoleon has not produced any new ideas that could benefit the farm.

PROCEDURE

- As a group, you have 5–8 minutes to brainstorm ideas, examples and arguments. Write them down in bullet points.
- Prepare a short introductory speech of 1–2 minutes in which you briefly present your group's opinion, outlining your stance and the main arguments. During the introductory speech, the opposing team may not interfere. (Choose the student who will give your group's introductory speech.)
- After both groups have given their speeches, there will be a short break for both groups to reconvene and think of rebuttal arguments.
- The class debate begins. Raise your hand if you want to comment. Stay polite – no putdowns!

⁹ adapted from *Animal Farm – a Study Guide* (Educasia 2012)

SPEAKING SKILLS – CHAPTER 6

CONTEXT

As we find out in the book, humans are keeping a close eye on the goings-on on Animal Farm. Since they are worried about a possible animal revolt taking place on their own farms, they have become extremely worried. From the Willington mayor, they have demanded to hold a meeting in which they could exchange opinions on the matter.

The title of the meeting is as follows: **Let's get rid of Animal Farm.**

As the mayor wanted to hear both sides of the story, he has invited a number of speakers to share their view on the matter.

Choose one of the roles below and prepare your arguments.

PROCEDURE

- 1 The teacher assigns the roles to the students. There should be an equal number of students for all the roles.
- 2 Only the students with the same roles sit together and work on their arguments (e.g. all Napoleons together, all Mollies together, etc.). The students have 5–10 minutes to work on their arguments. The students are encouraged to consult the original text. If they want, they can add a new/different role.
- 3 Once the students have prepared their arguments, they form new groups consisting of only students with different roles (i.e. each such group consists of 1 Mr. Whymper, 1 Mr. Pilkington or Mr. Frederick, 1 Napoleon and 1 Mollie).
- 4 Each such group conducts a short debate on whether or not the municipality should get rid of Animal Farm. Consequently, in a class of 30 students, 7 debates are taking place simultaneously.
- 5 Mayor (= the teacher) moves from table to table, making sure that all the characters speak.

ROLES

Mr. Whymper	Mr. Pilkington or Mr. Frederick	Napoleon	Mollie
What is your opinion of Animal Farm? Can you benefit from it? If there were more such 'animal farms', would there be a chance for money to be made?	What is your opinion of Animal Farm? It has been rumoured that Napoleon has been trying to engage in trade with you. How has life changed for you since the animals took over your neighbour's farm?	What is your opinion of Animal Farm? Why are you trying to trade with people? How can humans possibly benefit from such a farm?	What is your opinion of Animal Farm? Why did you defect to serve a human master? What was life under the pigs like?

WRITING SKILLS – CHAPTER 7

TASK 1 – LETTER

In Chapter 7, the pigs invite Mr. Whymper to see that Animal Farm is doing exceedingly well, thus dispelling any rumours among humans claiming otherwise.

Instructions:

Imagine you're Mr. Whymper who wants a loan from the local bank, so he can do more trade with the pigs. Write a letter of up to 150 words to Mr. Bard, the manager of the local bank, in response to his letter below. On the basis of Mr. Bard's letter and your scribbled notes, write your letter.

Dear Mr. Whymper,

thank you for your prompt reply to my last letter in which you write at length about Animal Farm and your plans to do business with them. It seems like an interesting business opportunity. Please, elaborate on the following:

- how is the farm doing without human supervision;
- what are the pigs planning to trade;
- what do you plan to spend the loan on?

I look forward to your answer at your earliest convenience.

Kind regards,
Jones Bard
Bard Investments, LTD

Splendidly: I saw ...

Eggs at first, but later we could also trade ...

The money would be spent ...

TASK 2 – LETTER

In Chapter 7, we find out that the pigs are rewriting history, often referring to newly found 'secret documents' that supposedly prove the following:

- Snowball was in league with Mr. Jones from the very beginning; in fact, he was his secret agent;
- Snowball attempted to get the farm animals defeated in the Battle of the Cowshed,
- in the attack, Snowball sustained injuries only as part of an agreement with Mr. Jones to make his involvement in the rebellion seem more convincing.

On the basis of the information above, write:

- a) 'Snowball's' letter of up to 150 words to Mr. Jones attesting to their collaboration;
- or
- b) 'Mr. Jones's' letter to Snowball attesting to their collaboration.

WRITING SKILLS – CHAPTER 8

In Chapter 8, humans attack Animal Farm for the second time. Answer the questions about the attack below and choose one of the two writing tasks.

How many people participate? How are they armed?	How many animals participate? Is there an animal not participating?	What are the casualties?

TASK 1

Imagine you are Squealer and it is after the attack. Napoleon has asked you to write yet another report on *The Battle of the Windmill* of up to 180 words, the aim of which is to present the outcome as the animals' victory. In the report include the points below together with your scribbled notes:

- the arrival of Frederick's men;
- the destruction of the windmill;
- casualties.

for those who died we will organise ...

*time of day ...
number of humans ...
number of guns ...*

In destroying the windmill, they used ...

TASK 2

Imagine you are one of the human participants in the attack. There has been a growing interest among the general public in the events on Animal Farm, which is why you have been asked to write a report of up to 180 words for the local newspaper on the attack. Use the editor-in-chief's questions below together with your scribbled notes in writing your report:

- When did the attack take place and who participated?
- How did you destroy the windmill?
- Were there any injuries?

these men sustained injuries ...

The number of the attackers was ...

*we used ...
and the result was ...*

SPEAKING SKILLS – CHAPTER 10

CONTEXT

Towards the end of Chapter 10, it becomes blatantly obvious that the pigs have assumed all the power. Allying with humans, they act counter the original ideas of Animalism.

IMAGINARY SITUATION

Clover and Benjamin peek through the window and see the pigs drink and play cards with the human neighbours. Shocked and incensed by what they witness, they decide to rebel against the pigs. They summon all the farm animals and organise a court-martial where pigs are trialled for betraying the original principles of Animalism and thus Animal Farm.

The role play that you are about to act out takes place in an improvised court of law where the pigs are trialled for their misdeeds.

TASK

- The class is divided into groups of six students.
- In each group, the students choose one of the roles below. Use the prompts from the cards below, but you may also add information based on your interpretation of the work.
- Each group has 10 minutes to prepare their arguments and 10 minutes to act out the role play.
- While the other group is acting out their role play, you're the jury who decides which party has presented the best arguments.

ROLE CARDS

<p style="text-align: center;">JUDGE</p> <p>You're one of the younger animals on Animal Farm. You're been brought here relatively recently and you do not side either with the pigs or their opposition. You're neutral on the matter, which is why you've been chosen as the presiding judge.</p>	<p style="text-align: center;">BENJAMIN, PROSECUTION</p> <p>You're Benjamin and you have been on Animal Farm since the very beginning. Disgusted by what you have recently seen, you now think it's time for the pigs to pay for their cruel and inhumane behaviour. Prepare your arguments.</p>	<p style="text-align: center;">CLOVER, THE WITNESS</p> <p>You're Clover and you've been on Animal Farm since the very beginning. Once a firm believer in the principles of Animalism, you now think that the pigs have completely disregarded them. Prepare your arguments.</p>
<p style="text-align: center;">NAPOLEON, THE DEFENDANT</p> <p>You've been on Animal Farm since the beginning and you claim you've done everything to help its inhabitants. Try to think of any arguments in favour of the killings, reducing food rations, etc.</p>	<p style="text-align: center;">SQUEALER, DEFENCE</p> <p>You're Squealer and you're known for your oratory skills. Your job is to defend Napoleon, providing counterarguments and to cross-examine the witness (e.g. Clover). Prepare your questions and arguments.</p>	<p style="text-align: center;">MOSES, THE WITNESS</p> <p>You've witnessed the development of Animal Farm. Even though you were banished for a time, your services were later called upon and even paid for by the pigs. Prepare your view on the matter: how do you see the role of pigs and other animals?</p>

WRITING SKILLS – AFTER READING

TASK: REPORT

Recently, you have watched an amateur theatre performance *Animal Farm* given by a group of high-school students. You have seen the play and the editor-in-chief of your school's English magazine has asked you to write a report of 150–180 words on your experience. In your report, write about the location of the performance, the performance of two actors and the time of the performance. Use the leaflet below with your scribbled notes.

Amateur Students' Theatre presents

***Animal farm* by George Orwell**

What? A theatre rendition of the world famous allegorical novella

Where? The National Youth Theatre Ljubljana

Who? Enthusiastic amateur high-school students

When? Friday, May 15th 2017 at 09.00 am

WELCOME!

Good choice because ...

Napoleon fantastic because ...
Mollie so-so

Not good because ...

CHAPTERS 1–3: THEMATIC ANALYSIS (HIGHER LEVEL)

THEME 1: HIERACHY AND SOCIAL STRATIFICATION

Very early on in the novella¹⁰, the reader establishes that there is an inherent hierarchy among the farm animals. Unwittingly, they occupy certain positions around Old Major, which indicates the animals' natural (inborn, inherent) tendency to social stratification. Observe the way the farm animals gather around Old Major when he is giving his speech.

Who seems to be more important than the others; why? Write down the animals from the most to the least important, depending on where they sit.

What can we establish about the relationship among the animals from the passage below?

At one end of the big barn, on a sort of raised platform, Major was already ensconced on his bed of straw, under a lantern which hung from a beam. He was twelve years old and had lately grown rather stout, but he was still a majestic-looking pig, with a wise and benevolent appearance in spite of the fact that his tusches had never been cut. Before long the other animals began to arrive and make themselves comfortable after their different fashions. First came the three dogs, Bluebell, Jessie, and Pincher, and then the pigs, who settled down in the straw immediately in front of the platform. The hens perched themselves on the window-sills, the pigeons fluttered up to the rafters, the sheep and cows lay down behind the pigs and began to chew the cud. The two cart-horses, Boxer and Clover, came in together, walking very slowly and setting down their vast hairy hoofs with great care lest there should be some small animal concealed in the straw. Clover was a stout motherly mare approaching middle life, who had never quite got her figure back after her fourth foal. Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work. After the horses came Muriel, the white goat, and Benjamin, the donkey. Benjamin was the oldest animal on the farm, and the worst tempered. He seldom talked, and when he did, it was usually to make some cynical remark — for instance, he would say that God had given him a tail to keep the flies off, but that he would sooner have had no tail and no flies. Alone among the animals on the farm he never laughed. If asked why, he would say that he saw nothing to laugh at. Nevertheless, without openly admitting it, he was devoted to Boxer; the two of them usually spent their Sundays together in the small paddock beyond the orchard, grazing side by side and never speaking. (Chapter 1)

¹⁰ Note that *Animal Farm* has been classified by different literary critics as a short novel, an allegorical novel, a novella and even a political fable. Indeed, due to its relative brevity, limited number of (animal) characters, one central event but an extended temporal frame and direct socio-political references, *Animal Farm* defies any clear-cut genre classification. For the purpose of our lessons, however, we will use the term novella, since the work features many characteristics of this genre: it focuses on one central event and its consequences (animal revolution) and has a limited number of flat characters that undergo virtually no development who represent classes of people rather than individuals.

Very quickly, the author hints at a possible reason why the stratification into individual strata (social classes) takes places.

- Identify (underline) this reason on the basis of the following passage.
 - What is the other farm animals' attitude to this division of roles?
-
-

They did not know when the Rebellion predicted by Major would take place, they had no reason for thinking that it would be within their own lifetime, but they saw clearly that it was their duty to prepare for it. The work of teaching and organising the others fell naturally upon the pigs, who were generally recognised as being the cleverest of the animals. (Chapter 2)

and

But the pigs were so clever that they could think of a way round every difficulty. As for the horses, they knew every inch of the field, and in fact understood the business of mowing and raking far better than Jones and his men had ever done. 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. (Chapter 2)

THEME 2: THE IMPORTANCE OF LANGUAGE

Much of Orwell's work emphasises how language can be used as a tool of persuasion, manipulation and, ultimately, oppression. In the novella, many (political) speeches are delivered by the pigs, underlining the idea of how a skilful orator may influence his listeners.

Here's a list of the most important orators in the book. How would you assess their rhetorical skills, from the most to the least skilful (4–1)? Why?

Old Major	Napoleon	Snowball	Squealer

Already in the first three chapters, the reader can detect a shift in the pigs' rhetoric when addressing the farm animals. Compare the three snippets below. How do they compare in terms of:

- lexical choice,
 - use of other elements of persuasion (e.g. using the element of fear/humour, reaffirming the idea of a collective/classes, etc.)
 - the role of *man*,
 - the aim of the speech.
-
-
-

OLD MAJOR Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth. (Chapter 1)

SNOWBALL 'A bird's wing, comrades,' he said, 'is an organ of propulsion and not of manipulation. It should therefore be regarded as a leg. The distinguishing mark of man is the *hand*, the instrument with which he does all his mischief.' (Chapter 3)

SQUEALER '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. /.../ It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! (Chapter 3)

THEME 3: TERROR/VIOLENCE AND REBELLION

The idea of the rebellion and the actual act of the animals revolting against their human masters is fuelled by Jones's mismanagement of the farm and his men's maltreatment of the animals. Read the passage below and establish how the rebellion comes about. What is the role of violence in this passage?

The next moment he and his four men were in the store-shed with **whips**¹¹ in their hands, lashing out in all directions. This was more than the hungry animals could bear. With one accord, though nothing of the kind had been planned beforehand, they flung themselves upon their tormentors. Jones and his men suddenly found themselves being butted and kicked from all sides. (Chapter 2)

THEME 4: THE ROLE OF EDUCATION

In Chapter 2, the reader establishes that the pigs have taught themselves to read and write:

The pigs now revealed that during the past three months they had taught themselves to read and write from an old spelling book which had belonged to Mr. Jones's children and which had been thrown on the rubbish heap.

How does the pigs' secrecy tie in with the idea of equality? How may this foreshadow the future events in the novella?

¹¹ Pay attention to the motif of a **whip** which recurs throughout the novella, most notably in Chapter 10. The motif of a whip becomes a symbol of oppression.

In the spirit of the revolution, Snowball starts organising a number of Committees, the aim of which is to make the work on Animal Farm more efficient. While most of these projects prove futile, the reading and writing classes are successful, with most of the animals attaining some degree of literacy. Answer the questions based on Chapter 3:

- which animals prove to be the quickest/slowest students and why;
 - why are the Seven Commandments reduced to a single maxim; who learns it by heart;
 - why does Napoleon take the nine new-born puppies into seclusion?
-
-
-

In the novella, this will not be the only time Napoleon makes himself responsible for a number of new-born animals. This motif will be used again and will underline the idea of **education** (**brainwashing**) and, furthermore, **segregation**.

THEME 5: THE ROLE OF RELIGION

In Chapter 2, the reader learns that that Moses, the raven, spreads the notion of Sugarcandy Mountain. Based on the passage below, answer the questions.

What is the role of Sugarcandy Mountain in the animals' lives? Why do the pigs consider the raven's idea as counter-revolutionary?

The pigs had an even harder struggle to counteract the lies put about by Moses, the tame raven. Moses, who was Mr. Jones's especial pet, was a spy and a tale-bearer, but he was also a clever talker. He claimed to know of the existence of a mysterious country called Sugarcandy Mountain, to which all animals went when they died. It was situated somewhere up in the sky, a little distance beyond the clouds, Moses said. In Sugarcandy Mountain it was Sunday seven days a week, clover was in season all the year round, and lump sugar and linseed cake grew on the hedges. The animals hated Moses because he told tales and did no work, but some of them believed in Sugarcandy Mountain, and the pigs had to argue very hard to persuade them that there was no such place. (Chapter 2)

How does the pigs' attitude to Sugarcandy Mountain compare to Karl Marx's (1818–1883) famous quote on religion below?

Religious suffering is, at one and the same time, the expression of real suffering and a protest against real suffering. Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people.¹²

¹² source: https://en.wikipedia.org/wiki/Opium_of_the_people

CHAPTERS 5–6: THEMATIC ANALYSIS (HIGHER LEVEL)

THEME 1: DISINTEGRATION OF DEMOCRACY

The novella explores the dichotomy of two opposing types of government: democracy vs. dictatorship. In Chapter 5, the reader learns how the group of animals, after celebrating their victory over man, start to form a functional society where, however, the pigs start to assume power on account of their natural intelligence:

It had come to be accepted that the pigs, who were manifestly cleverer than the other animals, should decide all questions of farm policy, though their decisions had to be ratified by a majority vote. (Chapter 5)

What kind of ‘government’ does Animal Farm represent before Napoleon’s seizure of power? Is democracy even possible?

Indeed, Snowball represents the benevolent leader who believes in the greater good of the entire society, yet there are hints that he too might not follow the Seven Commandments as faithfully as one would expect. Why? What do you learn from the passage below?

Snowball did not deny that to build it would be a difficult business. Stone would have to be carried and built up into walls, then the sails would have to be made and after that there would be need for dynamos and cables. (How these were to be procured, Snowball did not say.) (Chapter 5)

THEME 2: SNOWBALL vs. NAPOLEON

The growing antagonism between Snowball and Napoleon is best exemplified in the passages below. What kind of leaders do they represent? What are the strengths of each? What does the passage tell you about the society on Animal Farm?

These two disagreed at every point where disagreement was possible. /.../ Each had his own following, and there were some violent debates. At the Meetings Snowball often won over the majority by his brilliant speeches, but Napoleon was better at canvassing support for himself in between times. He was especially successful with the sheep. /.../ He [Snowball] talked learnedly about field drains, silage, and basic slag, and had worked out a complicated scheme for all the animals to drop their dung directly in the fields, at a different spot every day, to save the labour of cartage. Napoleon produced no schemes of his own, but said quietly that Snowball's would come to nothing, and seemed to be biding his time. (Chapter 5)

At one point, Napoleon even urinates on Snowball’s intricate windmill plans. What may this suggest?

Napoleon's seizure of power, dictatorship

In a coup¹³, Napoleon seizes power with the help of nine enormous dogs wearing brass-studded collars. Having driven Snowball off the farm, Napoleon introduces a new form of government. How does Napoleon's government differ from the one the animals had before? Was the previous system really democratic?

Napoleon, with the dogs following him, now mounted on to the raised portion of the floor where Major had previously stood to deliver his speech. He announced that from now on the Sunday-morning Meetings would come to an end. /.../In future all questions relating to the working of the farm would be settled by a special committee of pigs, presided over by himself. These would meet in private and afterwards communicate their decisions to the others. The animals would still assemble on Sunday mornings to salute the flag, sing Beasts of England, and receive their orders for the week; but there would be no more debates. (Chapter 5)

Napoleon's dictatorship heavily relies on the elements below. What's their function in maintaining his rule?

element	function
dogs	
Squealer	
sheep	

THEME 3: REWRITING HISTORY

Soon after becoming the new leader, Napoleon starts to rewrite history, beginning by changing Snowball's role in the course of historical events. How is Snowball's role changed?

[Squealer] Suppose you had decided to follow Snowball, with his moonshine of windmills — Snowball, who, as we now know, was no better than a criminal?' (Chapter 5)

Also, for example, Old Major demanded that animals have no dealings with humans, yet after Napoleon's decision to start trading with human neighbours, no one is quite certain such demands were really made:

¹³ from Wikipedia: A **coup d'état**, also known simply as a **coup** (pronunciation [/ˈkuː/](#)), **putsch** or an **overthrow**, is the illegal and overt seizure of a [state](#) by the military or other elites within the state apparatus.

[Squealer] 'Are you certain that this is not something that you have dreamed, comrades? Have you any record of such a resolution? Is it written down anywhere?' And since it was certainly true that nothing of the kind existed in writing, the animals were satisfied that they had been mistaken. (Chapter 5)

What may be implied with the pigs changing their common history and what does the author suggest about the way human memory works?

What evidence is there in the novella that pigs start to change official documents, as well, to modify the past to suit their own needs?

THEME 4: SNOWBALL THE SCAPEGOAT

Very quickly, it becomes apparent that Napoleon starts strategically to change Snowball's image who becomes a scapegoat for any possible thing going wrong on Animal Farm:

'Comrades,' he said quietly, 'do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!' he suddenly roared in a voice of thunder. 'Snowball has done this thing! In sheer malignity, thinking to set back our plans and avenge himself for his ignominious expulsion, this traitor has crept here under cover of night and destroyed our work of nearly a year. Comrades, here and now I pronounce the death sentence upon Snowball. 'Animal Hero, Second Class,' and half a bushel of apples to any animal who brings him to justice. A full bushel to anyone who captures him alive!' The animals were shocked beyond measure to learn that even Snowball could be guilty of such an action. (Chapter 6)

Underline the sentence that signals that the animals have already been convinced of Snowball's wrongdoings.

THEME 5: STUPIDITY OF COMMON PEOPLE

As is the case with many other animal characters, Boxer stands for an entire category of people – the ordinary and uneducated lot who can be easily manipulated. It is no coincidence then that Orwell gives Boxer 'a stupid appearance, and in fact he was not of first-rate intelligence' (Chapter 1). Loyal, obedient and highly disciplined, Boxer adopts two maxims he lives by: '**Napoleon is always right**' and '**I will work harder**'. Never doubting Napoleon's words, his faith in his leader is unwavering. Also, pay attention to the frequent references to animals' intelligence, e.g. in learning the alphabet, in (not) remembering the past or in taking Squealer's words at face value. What message was the author trying to convey?

If Boxer represents the ignorant working class, who does Mollie, with her affinity for sugar and ribbons, represent?

THEME 6: CONFLUENCE OF THE HUMAN AND THE ANIMAL WORLD

Even though the goal of Animalism was an egalitarian, human-free society of animals, the pigs realise that the farm cannot be self-sufficient with their ever-growing needs. In Chapter 6, the two worlds – that of the animals and that of humans – start merging:

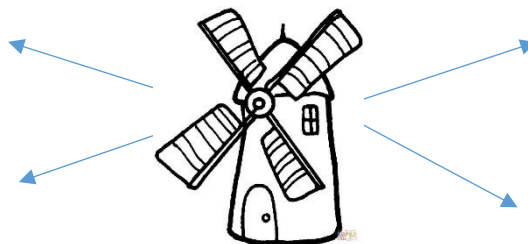
There was need of paraffin oil, nails, string, dog biscuits, and iron for the horses' shoes, none of which could be produced on the farm. Later there would also be need for seeds and artificial manures, besides various tools and, finally, the machinery for the windmill. /.../ One Sunday morning, when the animals assembled to receive their orders, Napoleon announced that he had decided upon a new policy. From now onwards Animal Farm would engage in trade with the neighbouring farms: not, of course, for any commercial purpose, but simply in order to obtain certain materials which were urgently necessary. (Chapter 6)

How, when and where was Napoleon's decision to commence trade with people made? Have the pigs used a similar method in decision-making before?

As mentioned above, already Snowball must have predicted the inevitability of trading with humans and, consequently, contemplated betraying the original postulates of Animalism. But for his banishment, would Snowball have become a much different leader than Napoleon?

THE MOTIF OF A WINDMILL

In the novella, the windmill is a recurring motif, taking on a number of symbolic meanings. In your opinion, what could the windmill stand for before and after its destruction in the eyes of the pigs and in the eyes of the remaining farm animals?



CHAPTERS 7–8: THEMATIC ANALYSIS (HIGHER LEVEL)

THEME 1: ELIMINATION OF THE ENEMY

So far in the novella, violence has been used primarily as a tool of rebellion against man, but in Chapters 7–10, violence becomes a daily occurrence in the lives of the farm animals with the pigs resorting to terror to control the animals and to keep them docile. When, for example, the hens are ordered to give up their eggs in commercial trade with humans, they rebel. On the basis of the below passage, how do the pigs treat the animals? What goals do the pigs pursue?

He [Napoleon] ordered the hens' rations to be stopped, and decreed that any animal giving so much as a grain of corn to a hen should be punished by death. /.../ For five days the hens held out, then they capitulated and went back to their nesting boxes. Nine hens had died in the meantime. Their bodies were buried in the orchard, and it was given out that they had died of coccidiosis. Whymper heard nothing of this affair, and the eggs were duly delivered, a grocer's van driving up to the farm once a week to take them away. (Chapter 7)

In Chapter 7, the bloodiest and certainly the most bizarre scene in the novella takes place. Napoleon's army of dogs starts carrying out purges, the aim of which is to eliminate the ruler's enemy. Read the passage below and answer the questions.

When they had finished their confession, the dogs promptly tore their [four young pigs'] throats out, and in a terrible voice Napoleon demanded whether any other animal had anything to confess. The three hens who had been the ringleaders in the attempted rebellion over the eggs now came forward and stated that Snowball had appeared to them in a dream and incited them to disobey Napoleon's orders. They, too, were slaughtered. Then a goose came forward and confessed to having secreted six ears of corn during the last year's harvest and eaten them in the night. Then a sheep confessed to having urinated in the drinking pool — urged to do this, so she said, by Snowball /.../ They were all slain on the spot. And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon's feet and the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones. /.../ In the old days there had often been scenes of bloodshed equally terrible, but it seemed to all of them that it was far worse now that it was happening among themselves. Since Jones had left the farm, until today, no animal had killed another animal. Not even a rat had been killed. (Chapter 7)

NOTE: Since *Animal Farm* is an **allegorical** novella, you may want to read up on the Russian Revolution taking place in 1917 and find parallels with the novella.

Why do the animals admit to the 'crimes' they did not commit? What is the function of these mass executions? Look at the underlined sentence; what does it suggest?

Soon after the executions, 'Beasts of England' is banned with Squealer's explanation: "The enemy both external and internal has been defeated." (Chapter 7) What is meant by 'the internal enemy' and why is Napoleon so willing to get rid of it?

What does the unsuccessful trade between the animals and humans tell you about the way humans observe (accept) Animal Farm? Why do Frederick's men destroy the windmill; how could this be understood symbolically?

THEME 2: PROPAGANDA AND MANIPULATION OF THE MASSES

Orwell's fascination with the way masses of people may be manipulated by the select few is addressed in *Animal Farm* and thoroughly explored in *Nineteen Eighty-Four*. In the novella, Napoleon's political propaganda draws heavily on the following elements: rewriting the past, creating the cult of a leader, identifying the scapegoat.

Rewriting history

Squealer continues to rewrite the history of Animal Farm even though the farm animals themselves participated in the events:

Now when Squealer described the scene so graphically, it seemed to the animals that they did remember it. At any rate, they remembered that at the critical moment of the battle Snowball had turned to flee. (Chapter 7)

Why is Squealer's propaganda so successful? How do Napoleon's and Snowball's roles change in the pigs' version of common history?

The pigs' impertinence is shown in altering not only historical facts but also recent events. Thus, for example, when the windmill is destroyed by Frederick's men, again Squealer uses his eloquence to influence the animals' understanding of the situation. On the basis of the passage below, how is the animals' perception of the event manipulated? Which elements enhance Squealer's persuasive rhetoric? (Here, it seems, the author hints at a paradoxical existence of two 'realities': one real and one fabricated but politically desirable.)

‘What matter? We will build another windmill. We will build six windmills if we feel like it. /.../
The enemy was in occupation of this very ground that we stand upon. And now — thanks to the leadership of Comrade Napoleon — we have won every inch of it back again!’ /.../ But when the animals saw the green flag flying, and heard the gun firing again — seven times it was fired in all — and heard the speech that Napoleon made, congratulating them on their conduct, it did seem to them after all that they had won a great victory. (Chapter 8)

Creating the cult of a leader

Napoleon’s behaviour is increasingly superior and aloof, which ties in with his status of a dictator. Think about the following:

- Where are his living quarters?
- How is he addressed when directly spoken to? How is he addressed when referred to in his absence?
- Where can one find his portrait?
- Which animal, apart from the dogs, is he always accompanied by?

Note that Napoleon attains almost a god-like status. Can you think of any real-life examples of political leaders gaining such a status?

What does the simile in Minimus’s poem refer to?
“I gaze at thy calm and commanding eye, like the sun in the sky?”

Identifying the scapegoat

With Napoleon’s changing public image, Snowball’s function of a scapegoat grows, as well. From Chapters 7 and 8, write down some mischiefs/wrongdoings that are attributed to Snowball. How do the farm animals accept Snowball’s new role?

THEME 3: DANGERS OF THE WORKING CLASS

Together with Boxer as the prototypical representative of the gullible working class, the animals seem to be easily manipulated. How would you explain Boxer’s reaction to the purges based on the quote below?

‘I do not understand it. I would not have believed that such things could happen on our farm. It must be due to some fault in ourselves. The solution, as I see it, is to work harder. From now onwards I shall get up a full hour earlier in the mornings.’ (Chapter 7)

Often, Squealer gives public talks on the ever-improving situation on Animal Farm, citing numbers and percentages. What does the narrator suggest with the following in terms of the animals' capacity to remember? Can you think of any real-life examples where numbers and percentages are given to convince us of anything?

The animals saw no reason to disbelieve him, especially as they could no longer remember very clearly what conditions had been like before the Rebellion. (Chapter 8)

After the purges, Clover does not say anything, but the narrator provides an insight into her thoughts. Read the passage below. What does the author imply?

If she could have spoken her thoughts, it would have been to say that this was not what they had aimed at when they had set themselves years ago to work for the overthrow of the human race. These scenes of terror and slaughter were not what they had looked forward to on that night when old Major first stirred them to rebellion. // Such were her thoughts, though she lacked the words to express them. (Chapter 7)

Bearing the above passages in mind, where lies the danger of the working class, as implied by the author? Here, you may also refer to the theme 'Stupidity of common people'.

CHAPTERS 9–10: THEMATIC ANALYSIS (HIGHER LEVEL)

THEME 1: SOCIAL STRATIFICATION

Chapters 9–10 are built on the increasing contrast between the farm animals and the pigs. By juxtaposing the description of the lives of both classes, the author underlines how drastically the animals have deviated from the initial ideas of Animalism. In the below table, write down what life is like for the pigs and for the remaining farm animals now.

pigs	other farm animals
... the pigs seemed comfortable enough, and in fact were putting in weight if anything ...	Meanwhile life was hard.

Further, Napoleon fathers 31 piglets who he educated himself and “[they] took their exercise in the garden, and were discouraged from playing with the other young animals. About this time, too, it was laid down as a rule that when a pig and any other animal met on the path, the other animal must stand aside.” What does this quote tell you in terms of social stratification/segregation? Can you list any other examples of segregation in the novella?

THEME 2: RELIGION AND STATE PROCESSIONS

Even though Moses was banished, he returns to Animal Farm. This time, in fact, he is even paid for his presence. Read the passage and answer the questions below.

‘Up there, comrades,’ he would say solemnly, pointing to the sky with his large beak — ‘up there, just on the other side of that dark cloud that you can see — there it lies, Sugarcandy Mountain, that happy country where we poor animals shall rest for ever from our labours!’ He even claimed to have been there on one of his higher flights, and to have seen the everlasting fields of clover and the linseed cake and lump sugar growing on the hedges. Many of the animals believed him. Their lives now, they reasoned, were hungry and laborious; was it not right and just that a better world should exist somewhere else? A thing that was difficult to determine was the attitude of the pigs towards Moses. They all declared contemptuously that his stories about Sugarcandy Mountain were lies, and yet they allowed him to remain on the farm, not working, with an allowance of a gill of beer a day. (Chapter 9)

Explain why the animals need Moses and why the pigs now tolerate his presence? What has changed?

In what way is the function of the numerous processions on Animal Farm the same as that of Moses?
Read the passage below.

But if there were hardships to be borne, they were partly offset by the fact that life nowadays had a greater dignity than it had had before. There were more songs, more speeches, more processions. // So that, what with the songs, the processions, Squealer's lists of figures, the thunder of the gun, the crowing of the cockerel, and the fluttering of the flag, they were able to forget that their bellies were empty, at least part of the time. (Chapter 9)

THEME 3: BUREAUCRACY AND TOTALITARIAN POLITICAL REGIMES

With Animal Farm prospering, the pigs introduce extensive bureaucracy. While the narrator stays neutral through most of the novella, here his attitude seems to be apparent. Underline the words in the passage below that signal the narrator's (and possibly the author's) attitude to bureaucracy. Is it positive or negative?

There was /.../ endless work in the supervision and organisation of the farm. Much of this work was of a kind that the other animals were too ignorant to understand. For example, Squealer told them that the pigs had to expend enormous labours every day upon mysterious things called 'files,' 'reports,' 'minutes,' and 'memoranda.' These were large sheets of paper which had to be closely covered with writing, and as soon as they were so covered, they were burnt in the furnace. This was of the highest importance for the welfare of the farm, Squealer said. But still, neither pigs nor dogs produced any food by their own labour; and there were very many of them, and their appetites were always good. (Chapter 10)

What kind of political regime is referred to in the lines below? _____

This farm which he had the honour to control, he added, was a co-operative enterprise. The title-deeds, which were in his own possession, were owned by the pigs jointly. (Chapter 10)

However, the pigs' final act of asserting their dominance and superiority over the other farm animals is their decision to walk on their hind legs.

It was a pig walking on his hind legs. Yes, it was Squealer. /.../ And finally there was a tremendous baying of dogs and a shrill crowing from the black cockerel, and out came Napoleon himself, majestically upright, casting haughty glances from side to side, and with his dogs gambolling round him. He carried a whip in his trotter. There was a deadly silence. Amazed, terrified, huddling together, the animals watched the long line of pigs march slowly round the yard. It was as though the world had turned upside-down. (Chapter 10)

How does this act separate the pigs from the rest of the animals, underlining the idea of separate social strata? Which other element signals Napoleon's aspiration to become equal to humans, just like Mr. Jones?

Even though the human neighbours come as friends and meet the pigs on terms of equality, it transpires that the two parties do not trust each other. Which incident underlines this message? What do you think the author was trying to say?

WRITING A LITERARY ESSAY

LITERARY ESSAY 1 – GENERAL OVERVIEW

The gap text below focuses on four major parts of a literary essay (introduction, thesis, main body, conclusion). Read the text and fill in the gaps by using the words from the box.

statement	divided	thesis	source	paragraph	identical	last
general	summarizes	concrete	last	relevant	connect	

1. INTRODUCTION

- It is the first _____.
- Its opening is **interesting** and **appealing**; here are some ways to make the essay opening more appealing:
 - a snippet of a dialogue from the book and _____ to the title:
 - a meaningful, well-known quote from another _____ (“When dealing with people, remember you are not dealing with creatures of logic, but creatures of emotion.” Dale Carnegie)
 - a simple metaphor that must be easy to intercept and must be relevant to the essay title
- It gives _____ information: it identifies the **work (= title)**, the **author** and the **genre in short**; but do this in one sentence only (e.g. In Orwell’s allegorical novella, *Animal Farm*, the main characters ...). **DO NOT WRITE ABOUT THE BOOK OR THE AUTHOR IN GENERAL!**
- Contains the thesis.

2. THESIS

- Usually the _____ sentence of the introduction AND the ‘focal point’ of the essay
- **A short, clear, specific** _____
- It provides the overall subject of the essay.
- It briefly outlines the structure of the essay, suggesting how the author – you – will tackle the topic.

Have a look at the theses below and decide which thesis (1–3) is:

- a **weak** thesis because it is overly general;
- a **stronger** thesis because it shows a depth of understanding of the literary work;
- **the strongest** thesis, because it is to the point, exact and indicates the structure of the essay.

Explain your decision.

Example theses:

- 1 In the novella, education is an effective tool of manipulation and brainwashing.
- 2 For the pigs education is instrumental in achieving their goals: first, it gives them a monopoly on knowledge and later it enables them to create new social classes.
- 3 Education is a very important theme that is addressed through the entire work.

3. MAIN BODY

- _____ into 2 or 3 support paragraphs (= they support the thesis).
- Each support paragraph has an _____ structure:
 - topic sentence
 - _____ examples (= specific examples that support your topic sentence; **do not** retell the plot)
 - your own commentary (= explanation/interpretation of the concrete details)
 - use **link words** to _____ your ideas

DON'T FORGET

Essentially, you are arguing for **your** interpretation, not so much to persuade your audience to accept your point of view, but 'to convince them that it makes sense' = you have to justify **your** way of reading and explain how **you** understand the significance of that passage. Do **not** retell the entire plot or part of the plot.

4. CONCLUSION

- The _____ paragraph of the essay
- It _____ the contents of the essay.
- It gives a personal statement about a topic.
- It repeats the _____.

LITERARY ESSAY 2 – ESSAY TITLES (IDEAS)

The list below provides some ideas for possible titles for literary essays on *Animal Farm*.

LIES/TRUTH/MANIPULATION

- 1 Discuss the way the pigs manipulate truth to gain and keep power.
- 2 Discuss the extent to which the farm animals believe the pigs' lies.
- 3 Discuss and compare the pigs' and other farm animals' attitude to lies.
- 4 Discuss the farm animals' willingness to accept the pigs' version of truth.
- 5 Discuss Snowball's function of a scapegoat in Napoleon's process of securing and maintaining power.
- 6 Discuss Squealer's function in Napoleon's rise to power.
- 7 Discuss the ways the pigs rewrite history in their attempts to maintain power.
- 8 Discuss the role of rhetoric in the pigs' manipulation of the farm animals.
- 9 Discuss Churchill's quote "History is written by the victors" on the basis of *Animal Farm*.

POWER/POWERLESSNESS

- 1 Discuss the power struggle between Napoleon and Snowball.
- 2 Discuss the source(s) of the pigs' power.
- 3 Discuss and compare the farm animals' plight at the beginning and the end of the novella. How has their position changed?
- 4 Discuss the following quote on the basis of *Animal Farm*: "Power corrupts. Absolute power corrupts absolutely."
- 5 Discuss the element of fear as the pigs' source of power.
- 6 Discuss the elements of education, knowledge and logic as the pigs' source of power.
- 7 Discuss the theme of freedom in *Animal Farm*.

FRIENDSHIP/ALLIES/ENEMIES

- 1 Discuss the element of friendship (comradship) among the farm animals.
- 2 Discuss the ways the pigs eliminate their internal and external enemies.
- 3 Discuss the theme of trust in *Animal Farm*.

SOCIETY, MORALS

- 1 Discuss how intelligence and education cause social stratification of the society on *Animal Farm*.
- 2 Discuss the pigs' moral corruption.
- 3 Discuss to what extent the author criticises the working class / the ruling elite in *Animal Farm*.
- 4 Discuss the theme of totalitarian rule in *Animal Farm*.
- 5 Discuss the theme of greed in *Animal Farm*.
- 6 Discuss the theme of hypocrisy in *Animal Farm*.

RELIGION

- 1 Discuss the role of religion in *Animal Farm* as exemplified by Moses.
- 2 Discuss the following quote in reference to religion in *Animal Farm*: *Religion is the opium of the people.* (a modified quote by Karl Marx)

LITERARY ESSAY 3 – ANALYSING A LITERARY ESSAY

Read and analyse the following literary essay. Then answer the questions below.

Discuss education as an element of manipulation in *Animal Farm*.

In his allegorical novella *Animal Farm*, George Orwell also addresses the theme of education. For the pigs education becomes instrumental in achieving their goals: it enables them to gain a monopoly on knowledge and later even contributes to the division of the society into social classes.

On the one hand, education can be seen as a tool for the pigs to gain a monopoly on knowledge and logic. Very early on, one learns that the pigs have taught themselves to read and write. Using Jones's books, the pigs have spent months studying books in secrecy, gaining additional knowledge the other animals do not have; this represents the pigs' first step to having control over the animals' access to knowledge and, consequently, power. Further, Snowball organises reading and writing classes for all the farm animals, aiming for all the animals to attain some literacy. While this goal is achieved, the pigs also realise that most of the animals have a limited capacity for learning and, consequently, understanding. Whereas this leads the pigs to simplify the Seven Commandments to one single maxim, it also shows them that most animals will be satisfied with the most basic and useless knowledge, such as knowing a few letters. The only animals who truly progress in terms of knowledge are the pigs, whereas others do not really aspire to advance further, which the pigs take advantage of.

On the other hand, education is also presented as a tool of maintaining complete control over all the subjects on *Animal Farm*. An example of this is Napoleon's decision to take the nine newly delivered puppies, so everyone forgets about their existence. He educates and trains them to become his army that eventually helps him usurp power. Here, Orwell shows education as a destructive element that can be misused and forms a new social class – in this case militia. In a similar vein, Napoleon's 31 piglet are educated by Napoleon himself, but the school having been built just for them underlines the importance of the appropriate, regime-approved education. Discouraged to socialise with the other farm animals, the piglets represent a new social class – a superior breed which is a result of specialised education. Again, the author shows how education can be used to influence even the supporters of the regime.

In conclusion, the reader can establish that in *Animal Farm* education is depicted as a tool of manipulation of an oppressive, totalitarian political system. On the surface, it seems to empower the animals, but in actual fact it only provides the working class with unfunctional knowledge, helping the ruling elite to gain and maintain their power.

Word count: 437 words

INTRODUCTION

- 1 Does the author use any special technique to make the introduction more interesting?
- 2 Mark the thesis. Is it specific or general?

MAIN BODY

- 1 Mark the topic sentences in each main body paragraph. Do they truly indicate the contents of the paragraph?
- 2 Are the topic sentences followed by concrete examples from the work? Underline the examples.
- 3 Are the concrete examples commented on (= interpreted). Underline the interpretation.
- 4 Is there any use of link words?
- 5 Is there any irrelevant information?

CONCLUSION

- 1 Is the thesis repeated and/or reinforced?
- 2 Does the author provide his/her personal opinion?

ANIMAL FARM – CARTOON¹⁴

This lesson focuses on the 1954 cartoon version of *Animal Farm* that takes 72 minutes.

Your task is to identify the main differences between the novella and the cartoon. Write your observations in the table below. In the blank spaces, you may add the differences you've noticed yourself.

cartoon	novella
Old Major dies at the party.	
	In the attack, the geese mute upon Jones's men.
A dog dies in the attack.	
The animals make a bonfire from Jones's things.	
	After searching the house, all the animals retire to their previous sleeping quarters.
The milk is drunk by Napoleon and Squealer.	
	The windmill construction begins some time after Snowball's banishment.
Benjamin works together with Boxer.	
	Napoleon starts trading with Mr. Whymper.
The hens rebel by dropping their eggs on their oppressors.	
Mr. Jones plants the explosives in the windmill.	
Napoleon's picture is hung on the 2 nd windmill.	
Boxer's accident takes place on a stormy night.	
	Napoleon's pictures can be found above the Seven Commandments.
At the end, the visitors come from entire England.	

¹⁴ source: <https://theredphoenix.files.wordpress.com/2011/12/animal-farm-1954-cartoon.jpg>

ANIMAL FARM – FILM

This lesson is based on the 1999 film rendition of Orwell's *Animal Farm* directed by John Stephenson. While not completely faithful to the original, the film still incorporates many of the original work's ideas.

Your task is as follows:

- 1 The class is divided into students A, B and C. Each student gets a 3-page handout.
- 2 While watching, students A, B and C do their own tasks only.
- 3 After watching, students with the same tasks group together and compare notes.
- 4 After this short discussion, students form new groups of 6 students (2 students A, 2 students B, 2 students C) who now exchange the information from the worksheet. Listening to the other students, fill in the remaining part of the worksheet.

STUDENT A – HUMAN CHARACTERS

While watching the film, your task is to focus on the human characters. Pay special attention to the characters' physical appearance (facial features, posture, way of walking, clothes) and way of talking (e.g. use of regional accents, tone of voice, etc.). Does the character's physical appearance support his/her personality? If so, how?

character	facial features, posture, way of walking, clothes, way of talking	personality traits
Jones		
Jones's wife		
Mr. Pilkington		
Mr. Pilkington's wife		
Frederick		

Which human character is missing? How is he replaced?

What are the biggest differences between the film and the book?

STUDENT B – ANIMAL CHARACTERS

While watching the film, your task is to focus on the animal characters. Pay special attention to the characters' physical appearance (any special features, clothes or other pieces of clothing/accessories) and way of talking (tone of voice, register). Is any of the animal characters different from the way you imagined them to be? If so, which one and why?

character	physical appearance	way of talking
Old Major		
Snowball		
Napoleon		
The Raven		
Squealer		
Benjamin		
Boxer		
Jessie		
Napoleon's army (the puppies)		

Which animal character takes the most prominent role? Why do you think the director introduced this change?

STUDENT C – SETTING AND MUSIC

The choice where and when the film is set is important, since it influences the overall atmosphere of the film. Since film is an audio-visual medium, the choice of music, too, is important, as it adds to the atmosphere and underlines the message of individual events. **Your task is to pay attention to the setting (time and place) of the most important events and the accompanying music (sound effects).** Also, in your opinion, how do these add to the atmosphere of the scenes? You may also comment on other effects, like the use of light, types of shots (level shots, high-angle or low-angle shots), transition of shots, etc.

scene	setting (time and place)	music/ sound effects	the effect on the scene
Opening scene			
Old Major's speech			
Animal revolution			
Village and the local pub			
The 2 nd battle			
The location of the windmills			
Windmill explosion			
Boxer's accident			

USEFUL ON-LINE SOURCES

The following on-line materials have proved to be most useful both in teaching *Animal Farm* and in preparing this activity pack.

Educasia Teaching Guide

http://educasia.org/wp-content/uploads/Educasia%20Myan%20page/ELT/AF_SB_DRAFT_Aug2012-web.pdf

Animal Farm Workbook

http://www.misterambrose.com/yahoo_site_admin/assets/docs/Animal_Farm_Workbook.141121507.pdf

Signet Classic Teacher's Guide to Animal Farm

<http://www.penguin.com/static/pdf/teachersguides/animalfarm.pdf>

Animal Farm E-notes

<http://www.enotes.com/topics/animal-farm/characters>

Animal Farm Spark Notes

<http://www.sparknotes.com/lit/animalfarm/>

Animal Farm LitCharts

<http://www.ozark.k12.mo.us/cms/lib011/MO01910080/Centricity/Domain/464/animalfarm-LitChart.pdf>