



## **ANIMAL FARM**

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# **1 THE STORY OF ANIMAL FARM**

### **Read and listen to the story of Animal Farm (track 1).**

The play begins on Manor Farm. Napoleon, a boar, has gathered the farm animals together to make a speech. He tells them how man is the root of all their problems and how they could be free if they ruled themselves. He encourages a revolution to make the animals, 'rich, free and equal'. They sing a song called 'Beasts of England', which becomes their anthem.

When the farmer, Mr. Jones, returns from the pub, the animals drive him away from the farm. Squealer, a pig, suggests Napoleon as their new leader and all the animals, except Benjamin the goat, agree. Benjamin feels there should be no leader and they that they should all rule themselves.

Napoleon changes the name of the farm to 'Animal Farm' and they decide to explore the farmhouse. Some of the animals are scared of what they will find. They discover many things which have been provided by animals like eggs, milk and meat. Napoleon also finds a litter of puppies and takes them for himself. The animals decide never to live in the house or take on the lives of humans.

Squealer, Napoleon's right hand man, writes the new rules of 'Animalism' on the barn door and they raise their new flag; The Hoof and Horn. The seven commandments are:

- Whatever goes on two legs is an enemy.
- Whatever goes on four legs, or has wings, is a friend.
- Animals shall never wear clothes.
- Animals shall never sleep in a bed.
- Animals shall never drink alcohol.
- Animals shall never kill any other animal.
- All animals are equal.

As time goes by, Napoleon pushes the animals to work hard and bring in the crop more quickly than the humans. They are happy and even though the work is

hard they feel fulfilled. The pigs learn to milk the cows but keep the milk for themselves. The pigs give orders to the other animals and try to teach them to read.

Napoleon shows the animals his plans to build a windmill, which he claims will make the animals' lives easier. The animals start to build the windmill. Napoleon's puppies have grown and have become strong and vicious and keep the animals working hard. The animals fall asleep exhausted, every night.

Mr. Pilkington, a local businessman, comes to the farm. The pigs take the eggs from the hens and trade with Mr. Pilkington. Benjamin sees the pigs go into the house. He sees them sleeping in the beds. Squealer explains that the rule is 'Animals will not sleep in beds... with sheets'.

Napoleon demands more eggs from the hens and when they refuse he shoots them. Another rule is changed, 'No animal shall kill another animal... without cause'.

While the animals are sleeping Napoleon secretly blows up the windmill. The animals are devastated but Napoleon orders the re-building of the windmill. The pigs drink whiskey and have money, breaking two more commandments. The animals are hungry and tired whilst the pigs get drunk and live in luxury. After the second windmill is finished, Napoleon, declares that the revolution is complete and bans the revolutionary anthem, 'Beasts of England'. Squealer introduces a new song praising Napoleon.

Napoleon elects himself as president. The commandments have been reduced to only one, 'All animals are equal but some are more equal than others'. When Pilkington comes to celebrate with the pigs the animals realise that there is no longer any difference between the pigs and the man.



# ANIMAL FARM

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## 1 THE STORY OF ANIMAL FARM

### Teaching notes

**Time**

20–30 minutes

**Level**

Easy/Medium

**Skills Focus**

Listening and reading (possibly speaking).

**Aim**

To familiarize the student with the story of *Animal Farm*. Also an opportunity for the students to learn any new vocabulary.

**Suggested pre/post activity**

Ask the students what they already know about *Animal Farm*. Ask them to think about what will happen in the story and how they think it will end. After reading the synopsis of the play, ask them if they are surprised by what happened or if it was what they had expected.



## **ANIMAL FARM**

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### **2. STORY ORDER**

Read and listen to 'The Story of Animal Farm' then put the events of the story in the correct order.

- \_\_\_ a. Napoleon takes the puppies.
  - \_\_\_ b. The first windmill is built.
  - \_\_\_ c. Mr. Jones is chased away from Manor Farm.
  - \_\_\_ d. The animals can't tell the difference between Mr. Pilkington and the pigs.
  - \_\_\_ e. Manor Farm changes its name to Animal Farm.
  - \_\_\_ f. The pigs trade eggs with Mr. Pilkington.
  - \_\_\_ g. Napoleon gives a speech encouraging revolution.
  - \_\_\_ h. The seven commandments of 'Animalism' are presented.
  - \_\_\_ i. Napoleon secretly blows up the windmill.
  - \_\_\_ j. The animals enter the farm house for the first time.
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### **3. TRUE OR FALSE**

Read and listen to 'The Story of Animal Farm' then decide if the sentences are true or false. If you think a sentence is false write the correct version.

1. Napoleon encourages the animal to have a revolution. T F
2. The animals would prefer Mr. Jones to run the farm. T F
3. Benjamin is very pleased that Napoleon is their leader. T F
4. The animals are scared when they first enter the farm house. T F
5. There are eight commandments of 'Animalism'. T F
6. Napoleon shoots the hens because they refuse to lay more eggs.
7. Mr. Jones blows up the windmill. T F
8. The animals elect Napoleon as president. T F
9. Finally the commandments are reduced to only one. T F
10. The animals realise that Pilkington has become like one of the pigs. T F



# **ANIMAL FARM**

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## **2. STORY ORDER**

### **Teaching notes**

**Time**

15–20 minutes

**Level**

Easy

**Skills Focus**

Reading (possibly speaking).

**Aim**

Comprehension. To make students consider the sequence of events in the play in a logical order.

**Variation**

This activity could be made into a competition for small groups. Before the class cut the sentences into ten strips each containing one of the sentences from activity two. Give each small group a set of the ten sentences and tell them to put them in the correct order. The teacher should move around the classroom checking to see who gets the correct order first. This activity is great as a fun group activity.

**Answers**

- a. 7
- b. 3
- c. 5
- d. 10
- e. 1
- f. 8
- g. 2
- h. 9
- i. 6
- j. 4



# ANIMAL FARM

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## 3 TRUE OR FALSE

### Teaching notes

**Time**

20–30 minutes

**Level**

Easy

**Skills Focus**

Writing and reading (possibly speaking).

**Aim**

To test the students' comprehension of the synopsis of the play. It could be used as an opportunity for the students to work in pairs to discuss the correct answers.

**Suggested pre/post activity**

Ask the students as a group to decide if sentence one is correct. Then correct the sentence together on the board. After the activity let the students take turn to write corrected sentences on the board. If there are errors in their work allow their class-mates help correct them.

**Answers**

1. True. Napoleon encourages the animal to have a revolution.
2. False. The animals would prefer to run the farm themselves.
3. False. Benjamin is not very pleased that Napoleon is their leader. He thinks they should all rule.
4. True. The animals are scared when they first enter the farm house.
5. False. There are seven commandments of 'Animalism'.
6. True. Napoleon shoots the hens because they refuse to lay more eggs.
7. False. Napoleon blows up the windmill.
8. False. Napoleon elects himself as president.
9. True. Finally, the commandments are reduced to only one.
10. False. The animals realise that the pigs have become like men.



# ANIMAL FARM

## 4. ADJECTIVES

Match the adjectives in column A with the adjectives in column B.

e.g. unfair (A1) → fair (B7)

	A	B
1	unfair	sure
2	easy	right
3	full	clever
4	uncertain	hard
5	wrong	tired
6	unintelligent	good
7	lively	fair
8	bad	hungry

Now complete the text using adjectives from column B. Now read scene five to discover if you have guessed correctly. Two adjectives are repeated twice and one adjective is used three times.

Boxer: Ooh, I'm so \_\_\_\_\_ and \_\_\_\_\_ after all that work. Where is the milk? Where is the cow's milk?

Benjamin: Yes, Squealer, where is the milk? Have you pigs drunk the milk?

Squealer: Yes, comrades we have drunk the milk.

Boxer: Why? That's not \_\_\_\_\_. We must all have some milk.

Squealer: Comrades, you don't think we pigs drink the milk because we like it? No, we don't like milk, we don't like apples. But milk and apples, and this has been proved scientifically, scientifically, milk and apples are very \_\_\_\_\_ for pigs. We pigs are brain-workers. The survival of the farm depends on us. It is for you that we eat the apples and drink the milk, comrades. Do you know what would happen if we pigs failed?

Boxer: What would happen?

Squealer: Jones would come back! Surely, comrades, you don't want Jones to come back, do you?

Animals: No, Jones, no!

Benjamin: Why not? When Jones was here I worked hard every day. Now he's gone and everything has changed. But I still work hard every day.



## ANIMAL FARM

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- Napoleon: What's the matter? Do you disagree with us, comrade Benjamin? Listen everyone; it seems comrade Benjamin wants Jones to come back.
- Boxer: No, of course Benjamin doesn't want Jones to come back! He's just \_\_\_\_\_ .
- Napoleon: What about the beatings, with his stick? Do you want Jones to come back and beat you with his stick, comrade Benjamin?
- Benjamin: No, I don't.
- Napoleon: Are you \_\_\_\_\_ ?
- Benjamin: I definitely do not want Jones to come back and beat me with his stick, comrade Napoleon.
- Napoleon: Good.
- Boxer: You see Benjamin, comrade Napoleon is always ----- . The pigs are very \_\_\_\_\_ .
- Squealer: As Boxer says, we pigs are very \_\_\_\_\_ and therefore, we will teach you to read and write.
- Benjamin: Read and write? What's the point? There's nothing worth reading anyway.
- Squealer: You must learn to read the commandments.
- Benjamin: Anyway, how can you pigs read and write?
- Napoleon: Because we're \_\_\_\_\_ . We've been learning.
- Benjamin: While we've been working in the fields you pigs have been learning to read and write?
- Squealer: Reading and writing is very \_\_\_\_\_ work, comrade Benjamin, very \_\_\_\_\_ work indeed. Now let's start with the reading lesson. Boxer, repeat after me. ABCDEFG



## 4. ADJECTIVES

### Teaching notes

#### Time

20–30 minutes

#### Level

Medium

#### Skills Focus

Vocabulary

#### Aim

To extend the students' vocabulary and consider the position of adjectives in the sentences.

#### Extension activity

Ask the students to work in pairs to choose another ten adjectives from anywhere in the script. The students then put the adjectives into column A. Now the students find out the opposite adjectives and put them into column B, in a random order. The students then exchange papers and try to match each adjective to its opposite adjective.

#### Answers

unfair – fair  
easy – hard  
full – hungry  
uncertain – sure  
wrong – right  
unintelligent – clever  
lively – tired  
bad – good

Boxer: Ooh, I'm so **tired** and **hungry** after all that work. Where is the milk? Where is the cow's milk?

Benjamin: Yes, Squealer, where is the milk? Have you pigs drunk the milk?

Squealer: Yes, comrades we have drunk the milk.

Boxer: Why? That's not **fair**. We must all have some milk.

Squealer: Comrades, you don't think we pigs drink the milk because we like it? No, we don't like milk, we don't like apples. But milk and apples, and this has been proved scientifically, scientifically, milk and apples are very **good** for pigs. We pigs are brain-workers. The survival of the farm depends on us. It is for you that we eat the apples and drink the milk, comrades. Do you know what would happen if we pigs failed?

Boxer: What would happen?

Squealer: Jones would come back! Surely, comrades, you don't want Jones to come back, do you?

Animals: No, Jones, no!

Benjamin: Why not? When Jones was here I worked hard every day. Now he's gone and

everything has changed. But I still work hard every day.

Napoleon: What's the matter? Do you disagree with us, comrade Benjamin? Listen everyone; it seems comrade Benjamin wants Jones to come back.

Boxer: No, of course Benjamin doesn't want Jones to come back! He's just **tired**.

Napoleon: What about the beatings, with his stick? Do you want Jones to come back and beat you with his stick, comrade Benjamin?

Benjamin: No, I don't.

Napoleon: Are you **sure**?

Benjamin: I definitely do not want Jones to come back and beat me with his stick, comrade Napoleon.

Napoleon: Good.

Boxer: You see Benjamin, comrade Napoleon is always **right**. The pigs are very **clever**.

Squealer: As Boxer says, we pigs are very **clever** and therefore, we will teach you to read and write.

Benjamin: Read and write? What's the point? There's nothing worth reading anyway.

Squealer: You must learn to read the commandments.

Benjamin: Anyway, how can you pigs read and write?

Napoleon: Because we're **clever**. We've been learning.

Benjamin: While we've been working in the fields you pigs have been learning to read and write?

Squealer: Reading and writing is very **hard** work, comrade Benjamin, very **hard** work indeed. Now let's start with the reading lesson. Boxer, repeat after me. ABCDEFG



# **ANIMAL FARM**

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## **5 THE CHARACTERS**

**Read and listen to these descriptions of the characters in *Animal Farm*. Use the information to help you with the exercise below, then listen to see if your answers are correct.**

### **Napoleon**

Napoleon is a boar (a male pig). He leads the animals into revolution and with the help of Squealer, he elects himself leader. At first, he hates the ways of man and invents, 'Animalism' and its seven pro-animal commandments. Later, however, he trains the puppies to be his guard-dogs and makes all the animals work hard out of fear. Eventually Napoleon elects himself as president and becomes very much like the men he once despised.

### **Squealer**

Squealer is a clever pig. She is Napoleon's assistant and speaks for him. She tells the animals what Napoleon wants them to do and why. She is very good at making people believe she is doing everything in their best interest, even when she is clearly not.

### **Boxer**

Boxer is a horse. He is strong and honest but not very clever. He is very loyal to Napoleon and believes that he does things in the interest of the animals. Boxer works very hard and when things are difficult he believes that he should work harder.

### **Benjamin**

Benjamin is a wise, old goat. He is the only animal who is suspicious of Napoleon's motives and tries to suggest that they don't need a leader. Benjamin can read and remembers the original seven commandments. He questions the changes and tries to warn the other animals, but is scared of the power and strength of Napoleon and his dogs.

### **Mr. Jones**

Mr. Jones is the drunken farmer, who owned Manor Farm before the revolution. He made the animals work hard for him and used all the animal products for himself. He often forgot to feed the animals and milk the cows, causing them discomfort.

### **Mr Pilkington**

Mr. Pilkington is a local businessman who does business with the pigs of Animal Farm. They trade eggs and he encourages the pigs to be harder on the animals which leads to the murder of the hens. He celebrates the profits made with the pigs and encourages them to use money and drink alcohol.



# ANIMAL FARM

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## 5B WHO SAID THAT

Decide who you think says each sentence. Use the information above to help you. Now listen to the sentences. Were you right?

Napoleon   Squealer   Boxer   Benjamin   Mr. Jones   Mr. Pilkington

1. \_\_\_\_\_ "Be quiet, you stupid animals. Shut up! "
2. \_\_\_\_\_ "Comrades, you don't think we pigs drink the milk because we like it?"
3. \_\_\_\_\_ "Thank you for voting for me, comrades."
4. \_\_\_\_\_ "I will work harder!"
5. \_\_\_\_\_ "It's a pleasure doing business with you, Mr. Napoleon, sir."
6. \_\_\_\_\_ "This isn't right Boxer. Didn't we agree that we wouldn't do business with humans?"





## **ANIMAL FARM**

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# **5. THE CHARACTERS AND WHO SAID THAT**

### **Teaching notes**

#### **Time**

30–40 minutes

#### **Level**

Easy/Medium

#### **Skills Focus**

Reading and listening (possibly speaking).

#### **Aim**

To familiarize the student with the characters in *Animal Farm*.

#### **Suggested pre/post activity**

Ask the students what they already know about the characters in *Animal Farm*. Ask them what they think they look like or what clothes they wear. After the activity ask them who their favourite character is and why. Ask them who they didn't like and why.

#### **Answers**

*Who Said That?*

1. Be quiet you stupid animals. Shut up! **Mr. Jones**
2. Comrades, you don't think we pigs drink the milk because we like it? **Squealer**
3. Thank you voting for me, comrades. **Napoleon**
4. I will work harder! **Boxer**
5. It's a pleasure doing business with you, Mr. Napoleon, sir. **Mr. Pilkington**
6. This isn't right Boxer. Didn't we agree that we wouldn't do business with humans? **Benjamin**



## ANIMAL FARM

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# 6 MODAL VERBS OF OBLIGATION RULES

Choose one of the places below with your group. Now discuss with your group the rules for this place (using *should/should not, have to/don't have to, can/can't, must/must not*). Now write a list of the rules for your chosen place. When you have finished take turns to read out the rules to the other groups and see if they can guess the place.

e.g. a library – you must not shout.

A library    A swimming pool    A jail    A cinema    A museum    An art gallery  
A zoo    An ice-skating rink    An hotel    An aeroplane

Now write your rules.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





## **ANIMAL FARM**

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# **6 MODAL VERBS OF OBLIGATION RULES**

### **Teaching notes**

**Time**

40–60 minutes

**Level**

Difficult

**Skills Focus**

Writing and speaking

**Aim**

To practise modal verbs of obligation (should/should not, have to/don't have to, can/can't, must/must not).

**Notes**

Firstly, present the modal verbs above on the board and discuss the meaning of each modal verb and its negative part. Then put the students into small groups and encourage them to use their imagination. They could make posters with rules on and present them to their class-mates.

**Variation**

Ask students to work in small groups or pairs. Ask them to imagine that they are in charge of designing the rules for a perfect school. They should include what the students and teacher should do, mustn't do and can do. At the end of the activity, ask different groups to read out their rules (or put them on the wall). Who has the best school?



# ANIMAL FARM

## 7. PAIR WORK

Separate the text into two parts and with a partner practise asking questions and giving answers.

First fill in the second gap in each exercise with the questions you are going to ask.

e.g. What was George Orwell's real name?

Now ask your questions to your partner and fill in the first gap in each question.

### George Orwell

- George Orwell's real name was \_\_\_\_\_.  
Q: What \_\_\_\_\_?
- He was born in 1903.
- He explained that his work had been written against totalitarianism and for \_\_\_\_\_.  
Q: What \_\_\_\_\_?
- He first achieved widespread acclaim with his fictional novella 'Animal Farm'.
- He made his place in history as a novelist with the publication of \_\_\_\_\_ shortly before his death.  
Q: Which \_\_\_\_\_?
- His two best-selling works, had sold almost fifty million copies in 62 languages by 2007.
- Orwell's retrospective on the Spanish Civil War was called \_\_\_\_\_.  
Q: What \_\_\_\_\_?
- Orwell died when he was 47 years old.

First fill in the second gap in each exercise with the questions you are going to ask.

e.g. When was George Orwell born?

Now ask your questions to your partner and fill in the first gap in each question.

### George Orwell

- George Orwell's real name was Eric Arthur Blair.
- He was born in \_\_\_\_\_.  
Q: What \_\_\_\_\_?
- He explained that his work had been written against totalitarianism and for democratic socialism.
- He first achieved widespread acclaim with his fictional \_\_\_\_\_.  
Q: What \_\_\_\_\_?
- He made his place in history as a novelist with the publication of 'Nineteen Eighty-Four' shortly before his death.
- His two best-selling works, had sold almost fifty million copies in \_\_\_\_\_ languages by 2007.  
Q: What \_\_\_\_\_?
- Orwell's retrospective on the Spanish Civil War was called 'Homage to Catalonia'.
- Orwell died when he was \_\_\_\_\_ years old.  
Q: What \_\_\_\_\_?





# **ANIMAL FARM**

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## **7. PAIR WORK**

### **Teaching notes**

#### **Time**

20–30 minutes

#### **Level**

Medium

#### **Skills Focus**

Writing, speaking.

#### **Aim**

To allow students to use a variety of question forms.

#### **Notes**

Separate the text into two parts. Give students part A or part B equally. Give the students ten minutes to work on the questions either individually or in groups. Then put students into pairs (one part A, one part B) and let them ask and answer the questions to complete the information.

#### **Variation**

To make the activity more difficult take away the question words given in the answer. To make the activity easier add extra words.

e.g. What ..... George Orwell's real name?

#### **Answers**

1. What was George Orwell's real name?
2. When was he born?
3. What did he explain that his work had been written for?
4. Which book did he first achieved widespread acclaim with?
5. What did he make his place in history as a novelist with?
6. How many languages had his two best-selling works sold, by 2007.
7. What was Orwell's retrospective on the Spanish Civil War called?
8. How old was Orwell when he died?





# **ANIMAL FARM**

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## **8. CLUE WORD**

### **Teaching notes**

**Time**

20–30 minutes

**Level**

Medium

**Skills Focus**

Writing, vocabulary

**Aim**

To reinforce the vocabulary of the play and its meaning

**Notes**

Give the students the list of vocabulary from the play to look at whilst doing the clueword. All the vocabulary needed can be found within the list. It is a good idea to do the clueword in pairs giving students a chance to discuss their ideas. Alternatively the clueword could be used as a homework activity.

**Extension Activity**

In pairs, the students choose another word, phrase or important sentence from the play and make up clues which contain the letters in the same style as the clueword below.

**Answers**

1. eggs
2. Manor Farm
3. build
4. cows
5. Pilkington
6. tired
7. pigs
8. alone

The phrase: Four legs good, two legs bad.



# ANIMAL FARM



## 9. SYNONYM AND ANTONYM WORDS

Read and Listen to scene one of Animal farm, then look at the words below and find the word in the text which is a synonym (word with the same meaning) (S) or an antonym (word with the opposite meaning) (A). Write it in the small gap and write the relevant sentence from the script in the large gap. The first one is done for you.

hits (S)	<u>beats</u>	<u>Napoleon: ...he beats us with his stick.</u>
forget (A)	_____	_____
nothing (A)	_____	_____
terrible (S)	_____	_____
ally (A)	_____	_____
poor (A)	_____	_____
murder (S)	_____	_____
past (A)	_____	_____
perhaps (S)	_____	_____
hear (S)	_____	_____





# ANIMAL FARM



## 9. SYNONYM AND ANTONYM WORDS

### Teaching notes

#### Time

20–30 minutes

#### Level

Difficult

#### Skills Focus

Listening, reading (possibly speaking)

#### Aim

To increase vocabulary by not only learning the words used within the play but also to encourage students to think about new words related to them.

#### Suggested Post Activity

Ask the students to work with a partner to find five new words from the scene. They should then write the synonym/antonym of the word. Get students to swap words with another pair or present them on the board to the other students. This could be done as a game with students scoring points for correct answers.

#### Answers

beats – hits	Napoleon: ...he <b>beats</b> us with his stick.
remember – forget	Napoleon: <b>Remember</b> , all animals are comrades.
all – nothing	Squealer: <b>All</b> animals are equal.
miserable – terrible	Napoleon: But why are our lives so <b>miserable</b> ?
enemy – ally	Squealer: <b>Enemy</b> !
rich – poor	Napoleon: <b>Rich</b> , free and equal.
kill – murder	Squealer: Don't <b>kill</b> .
future – past	Napoleon: Pass this message on to <b>future</b> generations.
maybe – perhaps	Napoleon: ... <b>maybe</b> in a hundred years...
listen – hear	Napoleon: ..Now comrades. <b>Listen</b> .



# **ANIMAL FARM**

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## **10. TEXT COMPREHENSION** **LISTENING 1**

**Read and Listen to scene six of Animal Farm, then answer these questions with complete sentences. Try to give as much information as possible.**

1. Why does Napoleon suggest building a windmill?

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2. Who is Napoleon's spokesperson?

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3. Who is suspicious of Napoleon's intentions?

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4. What will the windmill generate to help the animals?

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5. How long does Napoleon think the windmill will take to build?

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6. How many days a week does Napoleon say they will have to work when the windmill is built?

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7. What does Boxer always say when he has more work?

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8. What does squealer say will happen to any animal who refuses to work a 60-hour week and on Sundays?

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9. Why are all meetings cancelled?

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10. Why do the pigs say they must do trade with man?

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## **ANIMAL FARM**

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# **10. TEXT COMPREHENSION** **LISTENING 1**

### **Teaching notes**

#### **Time**

20–30 minutes

#### **Level**

Difficult

#### **Skills Focus**

Listening, reading (possibly speaking)

#### **Aim**

To test the students understanding of the scene and the complexities of what is happening within it.

#### **Notes**

This activity could be done individually as a simple written comprehension activity or in pairs with students discussing the answer. Encourage students to give as much information as possible to support their answer.

#### **Answers**

1. Napoleon suggests building a windmill to keep the animals busy.
2. Squealer is Napoleon's spokesperson.
3. Benjamin is suspicious of Napoleon's intentions.
4. The windmill will generate electricity to help the animals.
5. Napoleon thinks the windmill will take a year to build.
6. Napoleon says they will have to work three days a week when the windmill is built.
7. Boxer always says, "I will work harder".
8. Squealer says that any animal who refuses to work a 60-hour week and on Sundays will have their food withheld.
9. All meetings are cancelled to stop the animals complaining.
10. The pigs say they must do trade with man because they need to but many things.



# ANIMAL FARM

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## 11. TRUE OR FALSE LISTENING 2

Read and listen to scene one of Animal Farm then decide if the sentences are true or false. If you think a sentence is false write the correct version.

1. Mr. Jones was unkind to the animals and treated them badly. (T) F

*Mr. Jones was unkind to the animals and treated them badly.*

---

2. The animals had a meeting while Mr. Jones was on holiday. T F

---

3. The cows are angry because they are milked too often. T F

---

4. Napoleon tells the animals that man is the reason why their lives are so miserable. T F

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5. Napoleon says that the animals shouldn't work night and day for the revolution. T F

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6. Napoleon thinks that the revolution will come immediately. T F

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7. Napoleon says that all animals are equal. T F

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8. Napoleon says that whatever has four legs and wings is an enemy. T F

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9. Napoleon says that no animal should wear clothes. T F

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10. Napoleon's father taught him the song, 'Beasts of England'. T F

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## **ANIMAL FARM**

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# **11. TRUE OR FALSE LISTENING 2**

### **Teaching notes**

**Time**

20 minutes

**Level**

Medium

**Skills Focus**

Reading, writing, (possibly speaking)

**Aim**

To test the student's comprehension of a scene of the play.

**Notes**

This could be used as an opportunity for the students to work in pairs to discuss the correct answers. The answers could then be presented on the board and the answers discussed and corrected as a group.

**Suggested post activity**

Ask the students to look at a different scene in the play and in pairs or small groups to come up with five true or false questions. Then each group should pass their sentences to another group to answer. Answers could be marked as a whole class board activity.

**Answers**

1. True. Mr. Jones was unkind to the animals and treated them badly.
2. False. The animals had a meeting while Mr. Jones was at the pub.
3. False. The cows are angry because they are not milked often enough.
4. True. Napoleon tells the animals that man is the reason why their lives are so miserable.
5. False. Napoleon says that the animals should work night and day for the revolution.
6. False. Napoleon doesn't know when the revolution will come.
7. True. Napoleon says that all animals are equal.
8. False. Napoleon says that whatever has four legs and wings is a friend.
9. True. Napoleon says that no animal should wear clothes.
10. False. Napoleon's mother taught him the song, 'Beasts of England'.



# ANIMAL FARM



## 12 HOMOPHONES

Look at the words and read and listen to scene six of the play to find the word in the text which has the same sound. Write your answers and the relevant sentences from the script.

- 1. which witch      Boxer: A machine which generates electricity?
- 2. \_\_\_\_\_ our      \_\_\_\_\_
- 3. \_\_\_\_\_ wood      \_\_\_\_\_
- 4. \_\_\_\_\_ weak      \_\_\_\_\_
- 5. \_\_\_\_\_ buy      \_\_\_\_\_
- 6. \_\_\_\_\_ waist      \_\_\_\_\_
- 7. \_\_\_\_\_ eye      \_\_\_\_\_
- 8. \_\_\_\_\_ so      \_\_\_\_\_
- 9. \_\_\_\_\_ no      \_\_\_\_\_
- 10. \_\_\_\_\_ write      \_\_\_\_\_





# ANIMAL FARM

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## 12 HOMOPHONES

### Teaching notes

#### Time

15–20 minutes

#### Level

Medium

#### Skills Focus

Reading, listening and spelling

#### Aim

To familiarise the students with the sound of words and to encourage them to use the context of the text to work out the meaning of the word.

#### Notes

This activity could be done individually as a simple vocabulary exercise or in pairs with students discussing the answer.

#### Suggested post activity

Ask the students (individually or in pairs) to choose five more words from the list of homophones and write their own sentences. Then let them take turns to present them on the board for their class-mates to solve. This could be made into a game with points!

#### Answers

1. which      Boxer: A machine which generates electricity?
2. hour        Squealer: Yes our great leader Napoleon has a plan...
3. would      Napoleon: The plough would do the work in the fields...
4. week        Animals: Only work 3 days a week!
5. by          Napoleon: ...one machine operated by the wind...
6. waste        Napoleon: Now we mustn't waste any time.
7. I            Boxer: I will work harder.
8. sew         Boxer: Sew that sail...,
9. no          Squealer: ... and no more voting.
10. right      Boxer: But I suppose Napoleon is always right.



## **ANIMAL FARM**

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### **13 WORDSEARCH**

Find the words or characters from Animal Farm, hidden in the wordsearch.

BOXER COMRADE EQUAL FARM HOUSE MEETING  
MILK PUPPIES READ SHEET WRITE VOTE

M	R	A	F	P	G	I	S
E	E	T	I	R	W	S	E
E	E	D	L	E	K	S	I
T	T	A	A	O	L	E	P
I	O	E	U	R	I	S	P
N	V	R	Q	U	M	U	U
G	S	H	E	E	T	O	P
R	E	X	O	B	N	H	C



# ANIMAL FARM

## 13 WORDSEARCH

### Teaching notes

**Time**

15 minutes

**Level**

Easy

**Skills Focus**

Vocabulary

**Aim**

To reinforce vocabulary from the play.

**Notes**

Present the vocabulary on the board before the students do the word search and discuss the meaning of the words. The word search is a fun way to start or end a lesson.

**Answers**

M	R	A	F	P	G	I	S
E	E	T	I	R	W	S	E
E	E	D	L	E	K	S	I
T	T	A	A	O	L	E	P
I	O	E	U	R	I	S	P
N	V	R	Q	U	M	U	U
G	S	H	E	E	T	O	P
R	E	X	O	B	N	H	C



# ANIMAL FARM



## 14. SONG 1: BEASTS OF ENGLAND

Listen to the song and fill in the missing words.

Beasts of England, Beasts of Ireland,  
 Beasts of land, and \_\_\_\_\_ and skies.  
 Hear the hoof beats of \_\_\_\_\_,  
 See the golden \_\_\_\_\_ rise.  
 Now the \_\_\_\_\_ of beasts is coming,  
 Tyrant man shall \_\_\_\_\_ his throne,  
 And the shining fields of England  
 Shall be ruled by beasts \_\_\_\_\_.

Beasts of England, Beasts of Ireland,  
 Beasts of land, and \_\_\_\_\_ and skies.  
 Hear the hoof beats of \_\_\_\_\_,  
 See the golden \_\_\_\_\_ rise.  
 Now the \_\_\_\_\_ of beasts is coming,  
 Tyrant man shall \_\_\_\_\_ his throne,  
 And the shining fields of England  
 Shall be ruled by beasts \_\_\_\_\_  
 Beasts of England, Beasts of Ireland \_\_\_\_\_!



Now find the correct words from the song.

1. Find the antonym for the word 'together'. \_\_\_\_\_
2. Find the synonym for the word 'bully'. \_\_\_\_\_
3. Find the verb which means to go up. \_\_\_\_\_
4. Find the word which is an animal body part. \_\_\_\_\_
5. Find the homophone for the word 'here'. \_\_\_\_\_



# ANIMAL FARM

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## 14 SONG 1: BEASTS OF ENGLAND

### Teaching notes

#### Time

30–40 minutes

#### Level

Medium

#### Skills Focus

Listening, vocabulary.

#### Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. Also to heighten the enjoyment of the students when they listen to the songs during the play.

#### Notes

Give the students a chance to read through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

#### Answers

Beasts of England, Beasts of Ireland,  
Beasts of land, and **sea** and skies.  
Hear the hoof beats of **tomorrow**,  
See the golden **future** rise.  
Now the **day** of beasts is coming,  
Tyrant man shall **lose** his throne,  
And the shining fields of England  
Shall be ruled by beasts **alone**.

Beasts of England, Beasts of Ireland,  
Beasts of land, and **sea** and skies.  
Hear the hoof beats of **tomorrow**,  
See the golden **future** rise.  
Now the **day** of beasts is coming,  
Tyrant man shall **lose** his throne,  
And the shining fields of England  
Shall be ruled by beasts **alone**.  
Beasts of England, Beasts of Ireland **now!**

Find the antonym for the word *together*. **alone**  
Find the synonym for the word *bully*. **tyrant**  
Find the verb which means to go up. **rise**  
Find the word which is an animal body part. **hoof**  
Find the homophone for the word *here*. **hear**



# ANIMAL FARM



## 15 SONG 2 HALLELUJAH

Listen to the song and try to fill in the missing words.

On Sugar Candy Mountain, no \_\_\_\_\_ is done,  
 Beside a milky fountain, the beasts lie in the \_\_\_\_\_ .  
 On Sugar Candy Mountain, you'll find the \_\_\_\_\_ lake,  
 And sugar \_\_\_\_\_ counting and fields of ginger cake.  
 Hallelujah, hallelujah, the sugar candy choir.  
 Hallelujah, hallelujah, so \_\_\_\_\_ no more the knackers' yard.  
 Beyond the fences of this life, there lies a \_\_\_\_\_  
 And all good creatures go there to eat their fill.  
 On Sugar Candy Mountain, no \_\_\_\_\_ is done,  
 Besides a milky fountain, the beasts lie in the \_\_\_\_\_ .  
 Oh hallelujah, hallelujah, the sugar candy choir  
 Hallelujah, hallelujah, so \_\_\_\_\_ no more the knackers' yard.  
 Hallelujah, hallelujah, the sugar candy choir.  
 Hallelujah, hallelujah, so \_\_\_\_\_ no more the knackers' yard.  
 Hallelujah, hallelujah, the sugar candy choir.



Now find the correct words from the song.

1. \_\_\_\_\_ Find the synonym for *next to*.
2. \_\_\_\_\_ Find the antonym for *less*.
3. \_\_\_\_\_ Find the verb which means to be afraid of something.
4. \_\_\_\_\_ Find the word which means a group of singers.
5. \_\_\_\_\_ Find three pieces of food.



# ANIMAL FARM



## 15 SONG 2 HALLELUJAH

### Teaching notes

#### Time

30–40 minutes

#### Level

Medium

#### Skills Focus

Listening, vocabulary.

#### Aim

To increase vocabulary by becoming familiar with the words to the songs in the play. Also to heighten the enjoyment of the students when they listen to the songs during the play.

#### Notes

Give the students a chance to read through the song and predict what they think the missing words will be before they listen to the music. They can do this either individually or in pairs. Then let them listen to the song at least twice to fill in the gaps. Check the answers together and when everyone has the correct answer the second part of the activity can be done individually, in pairs or as a whole group activity.

#### Answers

On Sugar Candy Mountain, no **working** is done,  
 Beside a milky fountain, the beasts lie in the **sun**.  
 On Sugar Candy Mountain, you'll find the **chocolate** lake,  
 And sugar **beyond** counting and fields of ginger cake.  
 Hallelujah, hallelujah, the sugar candy choir.  
 Hallelujah, hallelujah, so **fear** no more the knackers' yard.  
 Beyond the fences of this life, there lies a **hill**  
 And all good creatures go there to eat their fill.  
 On Sugar Candy Mountain, no **working** is done,  
 Besides a milky fountain, the beasts lie in the **sun**.  
 Oh hallelujah, hallelujah, the sugar candy choir  
 Hallelujah, hallelujah, so **fear** no more the knackers' yard.  
 Hallelujah, hallelujah, the sugar candy choir.  
 Hallelujah, hallelujah, so **fear** no more the knackers' yard.  
 Hallelujah, hallelujah, the sugar candy choir.

1. Find the synonym for *next to*. **beside**
2. Find the antonym for *less*. **more**
3. Find the verb which means to be afraid of something. **fear**
4. Find the word which means a group of singers. **choir**
5. Find three pieces of food. **Sugar (candy), chocolate, (ginger) cake**



## **ANIMAL FARM**

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### **16 THE QUESTION GAME**

Choose an answer and then create a question.

Points	Characters	Places	General
10	Napoleon	Manor Farm	Animalism
20	Mr Jones	Animal Farm	Seven
30	Benjamin	In beds... with sheets	A hoof and a horn
40	Mr. Pilkington	In the fields	On two legs

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### **16 THE QUESTION GAME**

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10	Napoleon	Manor Farm	Animalism
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30	Benjamin	In beds... with sheets	A hoof and a horn
40	Mr. Pilkington	In the fields	On two legs



## **ANIMAL FARM**

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# **16 THE QUESTION GAME**

### **Teaching notes**

**Time**

50–60 minutes

**Level**

Difficult

**Skills Focus**

Speaking

**Aim**

To allow students to practise a variety of question forms.

**Notes**

This is a fun activity based on the game Jeopardy. At the beginning of the class draw the grid with answers on the white/blackboard. Separate the class into groups of five or six and tell them to look at the answers. Give the groups 10–15 minutes to prepare questions for the answers. Each team then takes turns to choose an answer. The question they give must be factually and grammatically correct to win the points. There may be a variety of correct answers, for example, the answer *Napoleon* could produce:

*Who made a revolutionary speech?*

or

*Who was the leader of the animals?*

or

*Who took Mr. Jones' puppies?*

When a correct answer is given it should be crossed off the board.



## **ANIMAL FARM**

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# **17 PERFORM THE PLAY**

**Put yourselves into groups of four and practice scene four of Animal Farm together. Before you begin to rehearse think about:**

- What the different characters are like and their attitude to other people.
- The voices of the characters and how they talk to other people. Do their animal sounds affect their manner of speaking?
- The physicality of the characters — do they move slowly or quickly, fluidly or with difficulty. How do the different animals move?
- The rhythms of how they speak — quickly or slowly, thoughtfully or without thinking.

**Now rehearse the scene. When you are prepared take turns to perform your version to your classmates!**

### *Scene 4: The Rules*

Squealer: Now comrades, to work. We must learn the animal commandments. Here they are: Napoleon's commandments. These seven commandments are the basic rules of Animalism.

Boxer: Animalism?

Squealer: Yes, comrade, Animalism. Napoleon has invented the name for our new system. Our new system based on the new rules. Long live Animalism!

Animals: Long live Animalism!

Squealer: Now, repeat after me. One. Whatever goes on two legs is an enemy.

Animals: Two legs enemies.

Squealer: Two. Whatever goes on four legs, or has wings, is a friend.

Animals: Four legs friends.

Squealer: Three. Animals shall never wear clothes.

Animals: Never wear clothes.

Squealer: Four. Animals shall never sleep in a bed.

Animals: Never sleep in beds.

Squealer: Five. Animals shall never drink alcohol.

Animals: Never drink alcohol.



## **ANIMAL FARM**

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Squealer: Six. Animals shall never kill any other animal.

Animals: Never kill animals.

Squealer: Seven. All animals are equal.

Animals: All animals are equal.

Squealer: Very good comrades, excellent work.

Napoleon: These are the unalterable laws of Animal Farm. These laws must never be changed or broken.

Squealer: And to go with our new commandments we have a new flag, The Hoof and Horn. Let's sing our anthem while we remember our dead brothers that were killed at the hands of our enemy, Man.

*They raise the new flag, The Hoof and Horn. They sing the anthem. This time it is sad and mournful.*

*Beasts of England, beasts of Ireland, beasts of land, and sea and skies.*

*Hear the hoof beats of tomorrow, see the golden future rise.*

*Now the day of beasts is coming, tyrant man shall lose his throne,*

*And the shining fields of England shall be ruled by beasts alone.*

*Beasts of England, beasts of Ireland, now!*



## **ANIMAL FARM**

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# **17 PERFORM THE PLAY**

### **Teaching notes**

#### **Time**

40–60 minutes (or more with extension) minutes

#### **Level**

Medium/difficult

#### **Skills Focus**

Speaking

#### **Aim**

To let the students involve themselves in the play by thinking about, discussing and performing a scene from Animal Farm.

#### **Extension activity**

If the students are interested in the idea of acting out the scene, why not let them learn the words as homework and then make a performance day in the next class. Also if enthusiastic, different groups of students could study different scenes to recreate the whole play!



# ANIMAL FARM

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## 18 BUZZ WORDS

To play this game you must divide into two groups. One person from the groups has one minute to explain what the word at the top of the card is. This must be done without saying the two buzz words written below. If the group guess the word they receive a point and it is the other's team's turn with the next card. If time runs out or a mistake is made no point is scored. There should be a neutral referee (maybe the teacher) who checks that the buzz words are not used.

<b>PIG</b> Squealer	<b>COMMANDMENTS</b> seven	<b>ENEMY</b> friend
<b>WINDMILL</b> build	<b>MILK</b> cow	<b>LEADER</b> president
<b>HOUSE</b> bedroom	<b>EGGS</b> hen	<b>VOTE</b> election
<b>FARM</b> animals	<b>FARMER</b> Mr. Jones	<b>PUPPY</b> dog
<b>REVOLUTION</b> Napoleon	<b>ALCOHOL</b> drink	<b>FIELD</b> harvest



# **ANIMAL FARM**

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## **18 BUZZ WORDS**

### **Teaching notes**

**Time**

10–60 minutes

**Level**

Medium

**Skills Focus**

Speaking.

**Aim**

To practise the vocabulary of the play by using words of a similar meaning.

**Variation**

For higher level students, make the game more difficult by adding another word to the list students mustn't use. For lower level Students take the buzz word away and let them use any means possible (any vocabulary, gestures etc.) to help the students guess the word.



# ANIMAL FARM

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## 19 WRITING A REVIEW

These questions are designed to help you write a review of *Animal Farm*. You don't need to answer all of these questions but the answers will help you to write your review.

### "What" questions

What is the play about?  
What genre or classification does it fit?  
What is the tone?

### "Who" questions

Who wrote it?  
Who are the main characters?

### "When" and "Where" questions

When does the action take place?  
Where does the action take place?

### Evaluation questions

Did I like it in general? Why?  
When does the action take place? Did I agree with the main purpose/theme? Why/why not?  
What specifically did I like or dislike? Why?  
How could it be improved?

In writing your review remember that you are trying to be persuasive. Plan your review and organize it in this way:

### Introduction

Give the title and author and summarize the plot. Offer your general impression of the play.

### Paragraph 2

How did the actors portray the main characters? Did they fulfil your expectations? Which performance was the most memorable?

### Paragraph 3

Describe a memorable scene and say how it made you feel.

### Conclusion

Give your concluding comments and tell the reader why (or why not) to see the play.



## **ANIMAL FARM**

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# **19 WRITING A REVIEW**

### **Teaching notes**

**Time**

40–60 minutes

**Level**

Difficult

**Skills Focus**

Writing

**Aim**

To write a review of *Animal Farm*.

**Notes**

The activity should be presented on the board for an open class discussion or discussed in pairs or small groups. The student can then individually write the review. The review could be written as homework.

**Suggested post activity**

Ask the students to read their reviews to the class. Are they mostly positive or negative? Ask them to write another review using the guide below. Tell the students to write a review of a film/play/book they loved or one they hated.



# **ANIMAL FARM**

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## **VOCABULARY**

Look at this list of vocabulary that is used in the play. Try to learn the words as they will help you to understand the play more easily.

alone	death	gain	mistake	skies
angry	dirty	ginger cake	murder	slavery
argue	disagree	golden	never	speech
barn	disappear	great	newspaper	starve
beat	dream	hard	noise	steal
bed	drunk	harvest	old fashioned	stink
blankets	duty	hay	order	strain
blood	enemy	heaven	pain	sugar candy
boar	enjoy	hide	plough	survive
boiled	enough	hold	poor	teach
booze	equal	honest	promise	tired
brave	evil	hoof	puppy	tools
breakfast	fail	horn	quick	treason
brush	fair	hungry	quiet	treat
build	farm	hymn	read	triumph
burial	farmer	kill	rich	trotters
business	fear	knackers' yard	ruin	wake up
buy	feathered	lay	rules	weak
cash	feed	lazy	run	wear
cause	fences	leader	safe	windmill
choir	field	learn	sail	wings
clever	fill	listen	scared	work
clothes	flag	loss	sea	write
commandments	fountain	meeting	season	vote
cook	free	milk	sew	
cow	fried	misery	sheets	