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PONTIFICIA UNIVERSIDAD
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**INTRODUCING THE SCIENCE-FICTION GENRE
INTO THE CLASSROOM: AN ELECTIVE
WORKSHOP FOR 11TH GRADERS BASED ON
ALDOUS HUXLEY'S *BRAVE NEW WORLD***

**Trabajo de Titulación Para Optar al Grado de Licenciado
en Educación y al Título de Profesor de Inglés.**

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Introduction

In contemporary western society, teenagers are one of the main targets of an advertisement industry that encourages them to acquire things they do not need, such as new technological devices, clothes, drinks, among others. In this context, literature seems to have lost a special place in students' lives. Therefore, incorporating literature into the EFL classroom is a difficult task teachers deal with on a daily basis.

Among the different solutions implemented in the curricula by the Chilean Ministry of Education to overcome this problem is to include novels from 7th to 10th grade related to several topics such as work, exile, mourning, among others (Bases Curriculares de 7^{to} a 2^{do} medio, 2013) and to include literature limited to the academic discourse such as speeches and research articles in 11th grade (Planes y Programas de 3^o medio, 2009).

Although the strategies stated above could fulfill their purpose, they have proven not to be effective because of the student's lack of interest in texts they do not identify with. In addition, the elimination of novels in 11th grades (in Planes y Programas) could be reconsidered as it is in 11th grade when adolescents (16-17 years) are cognitively better prepared to read a novel and develop critical thinking (Piaget, 1932). Therefore, it seems necessary to include novels in 11th grades.

As has been noted, little emphasis is given to literature, especially because the curriculum does not offer diversity in terms of genres. Besides, novels are not taken into account in the learning process of students at early stages of critical thinking development. Because of this, a pedagogical proposal based on the inclusion of literature is herein introduced.

This project proposes the use of the science-fiction¹ genre in a workshop aimed at teenagers. Science-fiction can be useful to teach English because it allows students to connect themselves with the British culture and with the idea of a globalized world. Science-fiction may help students to think differently about problems related to politics, technology, and religion, just to name a few. This genre presents society's controversial themes disguised in a fictional world; this reality may allow students to discuss and criticize these themes safely.

In order to find out the target audience's reception towards sci-fi, a survey was conducted in September, 2014. The results revealed that most junior students are interested in science-fiction, but do not really know what this is about. The analysis of the survey proved the need not only to incorporate the genre, but also to approach it in a didactic way.

Considering all the aspects mentioned above, the novel *Brave New World* written by Aldous Huxley (1932) was chosen for a literature workshop for junior students (11th graders) at Scuola Italiana in Viña del Mar. This science-fiction masterpiece is considered to be a British classical canonical novel, and in English-speaking countries experience has proven its pertinence in the high school classroom. Although *Brave New World* was written in 1932, it deals with themes that are still present such as consumption, drug abuse, technology, among others; and these themes are transversal to every teenager in the world. In addition, *Brave New World* is part of the British and science-fiction cultural tradition and offers second language teachers the possibility to bridge non native students with the target culture and the target language.

¹ Ackerman (1954) used for the first time the term sci-fi to refer to science-fiction. From here on, sci-fi would be used as a synonym for Science-Fiction.

Another important aspect is that junior students at Scuola Italiana during the second semester only focus on the Preliminary English test (PET), situation that may make the experience of the subject dry and demotivating. Thus, the implementation of this workshop in this context may help students to use their English in a more creative and integrated way and to take a break from the mechanized method of language learning that is used in PET practice.

Bearing in mind the arguments stated above and aligning them to the objectives stated by the MINEDUC, the purpose of this workshop is to teach English through a work of science-fiction; specifically *Brave New World*. The specific objective is to develop critical thinking in students through the analysis of *Brave New World* in order to (1) raise awareness that a work of science-fiction may be useful to question the world around them and (2) to provide them with tools to discover parallels between a future postulated by the author and the current society.

This workshop is built upon the Communicative Approach, which aims at a negotiation of meaning between the student and the teacher. It is through this negotiation that students learn to take risks and to ultimately communicate in the target language effectively.

A combination of content-based and task-based syllabus will be used in this workshop. The main reason to use this “hybrid syllabus” is that, like any literary text, *Brave New World* presents a set of themes and problems that will encourage the development of critical thinking. The aim of this kind of syllabus is therefore to teach content through the development of second language acquisition tasks.

Theoretical Framework

Literature

Literature is a difficult concept to define, yet easy to recognize it as such. Culler (1997) proposes some of the features that make western society treat something as literature. He notes that literature is a speech act or textual event that responds to something; it is an answer to someone and it makes an impact on the reader/listener/viewer, giving him/her amusement and pleasure.

If only these features were to be taken into account, most things would be considered literature and this is not the case. In addition to the features mentioned above, Culler (1997) presents the concept of the literary context; he argues that something can be recognized as literature when it is found “in a context that identifies it as literature: in a book of poems or a section of a magazine...” (1997, p. 27). In this sense, literature has particular features and it occurs in particular contexts. Moreover, Culler (1997) emphasizes the notion that literature is a product of conventions; that is the features discussed above and the literary context were previously agreed by society. About these conventions, Culler (1997) distinguishes five:

1. Literature as the foregrounding of language.

Language is organized in a way that attracts attention to itself; this pushes the limits of language and allows the creation of new possibilities of meaning.

2. Literature as the integration of language.

Language users are more likely to look at the components of the text, at the relations between forms and use to see the text as a whole.

3. Literature as fiction.

The fictionality of literature allows the creation of a relation between the text and the real world; it is an interpretation of it, it is subjective. Literary texts are mirrors of the world.

4. Literature as an aesthetic object.

Seeing literature as an aesthetic object builds a bridge between the subjectivity and objectivity of beauty.

5. Literature as intertextual or self-reflexive construct.

Literature has meaning in relation to the canon; it is connected to what has been written before and there is an awareness of what the writer is doing.

Reasons to teach English through Literature

The main reason that sustains the use of literature in the EFL classroom is that the discussion of a literary text presents a framework for EFL students to learn and develop skills in the several areas. For example, language use (reading, writing, listening and speaking), language fields (vocabulary, grammar and pronunciation), linguistic skills (summarize, paraphrase, etc.). In addition, the instruction of language through literature fosters critical thinking in students (Hişmanoğlu, 2005).

Collie & Slater (1990) propose four main reasons to incorporate literature in the EFL classroom:

1. Authentic material.

Works of literature are not created to be used in an EFL classroom, so learners are exposed to real-language use.

2. Cultural enrichment

Literature allows the learner to get involved in a specific culture; in this case in the British one. It is through literature that the learner knows the British values and moral codes. Literature serves to create bonds with this culture.

3. Language enrichment

In Hişmanoğlu's (2005) words, through literature students “learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas which develop and enrich their own writing skills” (2005, p.55).

4. Personal involvement

Literature amuses its readers, and it draws them into the reading. The learner gets involved in the plot, he/she may feel identified with a character and anxious about the end of the story. A well-chosen literary text related to the readers may solve the problem of identity—commonly present in teenagers.

In this workshop, students will develop the four skills and foster critical thinking through the analysis of different topics that the novel offers in the forms of themes, motifs and symbols.

Young adult literature (YAL)

The value of teaching English through literature had been argued above; however, nothing has been said about the audience. This workshop is aimed at teenagers and there is a special literary genre targeted at this age group called Young Adult Literature.

The term "young adult" was coined by the Young Adult Library Services Association during the 1960s to represent a market of readers between the ages of 12-18.

The themes embedded in YAL are mostly related to the coming-of-age genre defined as a story that relates to the first encounters of the teenager with a more mature world and the formative effects that these experiences have on the protagonist. Experiences such as falling in love, dealing with death and responsibilities, and the loss of innocence are among the most frequent storylines (Owen, 2013).

Although *Brave New World* was not a novel aimed at teenagers, it has been used in British and American high school classrooms because its essence is to aid teenagers to discover the world. The exercise of reading this novel provides teenagers with perspectives on how our society works and how cruel the world can be.

Content and themes

Brief comments on the author

The novel was written by Aldous Huxley and several resemblances with his life are portrayed in *Brave New World*. For example, Huxley was born in a family of intellectuals and from an early age he was concerned with the dangers of technology; the novel itself is a critique on the use of technology. In addition, Huxley disliked Victorian era and in *Brave New World* the reader can see that there are very marked aspects that are contrary to this period of time. There is the word “mother,” for example, that does not exist in the society depicted in the novel, as relations in general and sex (repressed in Victorian times) is punished if not exercised publicly every day.

Another commentary that Huxley tries to make with the novel is consumerism. Huxley found the inspiration to include a critique on this ideology when he visited the U.S. in 1931 and was shocked by mass consumerism. An important symbol inside the novel is the use of

a legal drug to achieve happiness, and Huxley during his life tried all sorts of hallucinogen drugs; he believed that the human being could transcend through the use of these drugs. He was into mysticism and at the end of his life he turned into Buddhism.

Synopsis of the novel

The novel starts in London in the year 632 A.F. (After Ford) where the old civilization was destroyed by a great war and was replaced by a new world order where human life is completely industrialized and controlled by the World State. The society is divided in a system of five castes where the first (Alphas) caste enjoys superiority, while the fifth (Epsilons) has to conform to performing minor tasks. Humans are not allowed to get married and start a family; on the contrary, they are encouraged to have different partners and never to be alone. Women are not allowed to have children; babies are born from a factory and raised in labs. To keep everyone happy, the lab conditions children to be happy about their caste and their role in society; when they become adults they can have the tranquilizer soma whenever they want. Religion no longer exists since people remain young until the moment they die and since there are no ties with anyone they are not sad about it. Consumption is the engine that moves society and is encouraged through the conditioning people receive in the lab.

Bernard Marx is a discontented Alpha. He begins to question a world where the only things that matter are material comfort and physical pleasure. He decides to go to the savage reservation (area difficult to civilize). There, he meets Linda and her son John. Bernard soon finds out that Linda once came from the New World with Tomakin, the Director of the lab, and that he had abandoned her in the savage reservation. She did not go

back to the New World because she got pregnant from Tomakin and felt like a social pariah.

Surprised by this confession, Bernard decides to take Linda and John to the New World. There, John becomes the object of everyone's curiosity. However, he finds this place repulsing and believes that people are empty. When Linda dies, John goes crazy and tries to escape. Consequently, people start to harass him and, in a state of misery, John commits suicide.

Themes embedded in the novel

Although the themes embedded in the novel are many --science and technology, consumerism, happiness and a powerful state--, this workshop intends to include all of them except the theme of State control. A series of motifs are also represented in the novel such as the concept of pneumatics, sex, Ford, conformity, and Shakespeare, but this workshop will only focus on the representation of the pneumatic and sex. Furthermore, the workshop will focus on the overpowering symbol of the drug called "soma". Through the discussion of these themes, motifs and symbols, students will put into practice the four skills and thus improve their English language use and comprehension.

Reasons to teach *Brave New World*

Brave New World was chosen because of its literary quality, the important themes that it presents, the social problems that are embedded in it, the level of the language and the impact that this novel may have on students.

Brave New World, as part of the science fiction and British canon, should be read by high school students to know the perspective of new generations towards the novel.

In addition, this novel has inspired television series, films, songs and other novels that are well-known by teenagers and in this workshop students will have the chance to get familiarized with them.

Although it was written in 1932 and presents a dystopia of back-then reality, it deals with themes that are still present and are part of the student's daily lives such as the ones aforementioned. The discussion of the themes, motifs and symbols that are embedded in *Brave New World* will aid students in their understanding of the way their own society works and thus create awareness.

Science-fiction as a literary genre

Brave New World is a science fiction novel. Sci-fi has come a long way to become what it is today. To understand what science-fiction is and why *Brave New World* belongs to it, it is necessary to look at its history.

Stableford (2003) notes that the science-fiction genre began in the 16th century in the wake of scientific discovery. The first proto science-fiction work was Thomas More's *Utopia* (1516) that described a perfect society. Although this work is not considered fully as sci-fi, it laid the foundation for other authors to write about future societies where everything is better thanks to the advancement of science. An example of these utopian novels is Bacon's *New Atlantis* (1627).

By Seventeenth century, some authors began writing about travels in which new discoveries were possible thanks to the advancements in science. The first work of this kind is that of Kepler's *Somnium* (1634). In this novel, a fourteen-year-old teenager named Duracotus begins a journey in which he learns about astronomy; when he goes back home

his mother tells him about the demons and together begin another journey in which these demons tell Duracotus how the earth is seen from outer space. Although this novel was written in 1608, was published in 1634. Some works that mix a journey with technology or scientific progress are Bacon's *New Atlantis* (1627), Godwin's *The Man in the Moone* (1638), Swift's *Gulliver's Travels* (1726), and Voltaire's *Micromégas* (1752).

In the seventeenth and eighteenth century, authors continued writing about these voyages; it seemed that they were the only means of gaining access to the future until the nineteenth century came about.

In the beginning of this century, Mary Shelley (1818) gave a twist to the stories written before on scientific progress with the novel *Frankenstein*. Instead of writing about a voyage, she wrote about the risks and ethical problems underlying scientific progress. The novel deals with the use of technology to defy nature and achieve things that at that time were still not possible with the help of science. This piece of work redefined again the writings on the scientific progress, although at the moment the genre itself did not have a name.

Veltman (1836) adds another element to all this writings based on the scientific progress: time travel. In his novel *The forebears of Kalimeros: Alexander, son of Philip of Macedon*, Veltman writes about a man who travels to ancient Greece, meets Aristotle and goes on a voyage with Alexander the Great.

In the middle of the nineteenth century, Wilson (1851) coined the term science-fiction in *A Little Earnest Book Upon a Great Old* to connect all the works that were previously written that somehow incorporated technology.

It was during this century that two authors consolidated what today is understood as science-fiction: Jules Verne and H.G. Wells. Verne's stories mixed voyages, adventure and

technology; which led him to become a visionary, as most of the elements described in his stories would exist decades later. His most famous novels include *Journey to the Center of the Earth* (1864), *From the Earth to the Moon* (1865), and *Twenty Thousand Leagues Under the Sea* (1869), which made him a popular and highly paid writer demonstrating that a science-fiction writer could make a living out of it.

Wells, on the other hand, added a critique of Modern society to the genre. Although his stories use technology, their main focus is a criticism of society. For example, in *The Time Machine* (1895) there is a critique on the stratification of British society and Darwinian evolution and in his novel *The War of the Worlds* (1898), he criticizes Marxism.

This way, science-fiction gradually was defined, and writers who took this genre seriously focused on exploring future possibilities associated with the advancement of science and technology. An example of this during the early twentieth century is Benson's *Lord of the World* (1907), one of the first modern dystopias, term coined as an antonym of the Utopian world postulated by Moore (1516).

After War World I, and especially after War World II, sci-fi writers explored even more in the narrative of time and space. They became more creative because they already had evidence that technology can help and at the same time destroy humanity. A new vocabulary was developed to catch up with this new technology; one of them is the word "robot" first introduced by Čapek (1920) in his play *R.U.R.* Because of the reasons mentioned above, dystopian novels were gaining power; the most famous of this time are Zamyatin's (1920) novel *We* and Huxley's (1932) *Brave New World*. Both novels deal with dehumanizing aspects of scientific and material progress.

The middle of the nineteenth century was the Golden Age of Science-fiction since most of what today is considered to be the canon of this genre emerged. Asimov wrote *I*,

robot (1950), *Foundation* trilogy (1951), *The Martian Way and Other Stories* (1955) and *The Naked Sun* (1957). At the same time, Orwell published his famous *Nineteen-Eighty-Four* (1949) and Bradbury published *Fahrenheit 451* (1953).

As these post-war novels were being published, sci-fi was gaining popularity among young adults since different magazines started to promote the genre. These magazines would have a section that tackled the theme of technology in a distant future through images, short stories and comics. Among them, *Amazing stories* became the first American magazine devoted to sci-fi only in 1926.

In the 60's, the "New Wave Movement" emerged; this movement sought new ways of writing that although included some aspects of technology, did not only focus on these issues. The work that best represents this movement is Herbert's *Dune* (1964) that tells the story of the desert planet Arrakis in year 10.000. During this movement, a sub-genre emerged: cyberpunk. This sub-genre is known for its focus in a dystopian future with high-tech and low life. The most famous author of this sub-genre is Gibson who published *Neuromancer* (1984).

Nowadays, sci-fi has expanded to films, television, comic, magazines and digital platforms—the genre even has its own television network. Although it is still a genre difficult to define as many elements have been added to it over time, writers agree on some key features. First, the name of the genre is science-fiction (sci-fi would be its abbreviation) with a hyphen to denote the equal importance of both terms (Papadopoulou, 2014). Science implies fact, knowledge, technology, progress; and fiction implies the active role of imagination (Grewell, 2001). About its content, Heinlein (1957) notes that sci-fi is often prophetic since it usually takes place in a near future and that these prophecies are based on and criticize the present. In addition, it is necessary to point out that science-fiction always

will be about humans and will deal with human concerns (Russ, 1975). Most important and above all what has been recently mentioned, science-fiction's primary postulate is that the world does change (Heinlein, 1975).

The workshop to be developed will have a specific class in which the students will know more about the genre, about its characteristics and will be able to identify a sci-fi work and distinguish it from other genres.

The value of using science-fiction in the EFL classroom

Sci-fi is worth being used in the EFL classroom for several reasons. Yang (2002) asserts that science-fiction stories are motivating for students since they frequently contain social dilemmas and conflicts that students may be struggling with. McRae (2007) notes that sci-fi deals with a distant future, so students are allowed to disagree with the future postulated by the author and bring about their own arguments to argue their case. This characteristic of the genre allows student to develop critical thinking and teaches them how to argue without making any fallacies.

In addition, science-fiction works have a lot of themes embedded in them; this makes the works richer because they can be exploited in different ways in the classroom. Moreover, as there are no correct or incorrect answers when discussing the themes embedded in the novel, students are not afraid of giving their own opinion on the matter (Hirvella, 1989).

Affective filters

No matter how interesting the design of this workshop might be, there is always a chance of conveying the importance of the topics and activities at hand to the students. The process of learning may be “blocked” by several factors such as the existence of affective filters.

Krashen (1981) proposes the hypothesis of the Affective Filter to refer to the influence of affective factors (motivation, self-confidence and anxiety) on second language acquisition. These factors work as an obstacle that prevents comprehensible input from reaching the LAD (language acquisition device).

Ni (2012) notes that lowering the affective filter in the EFL classroom is imperative; learners will be “less stressed and more confident in a comfortable learning atmosphere” (2012, p. 1508). For this reason, it is imperative to lower the students’ affective filters. This workshop aims at lowering affective filters through the implementation of a non-defensive method. This will be reflected in that in every lesson students will have the opportunity to express themselves in a safe environment and the chance to express their feelings. In addition, the first class will consist of an introduction to the science-fiction genre which will break with the prejudice that all science-fiction works are about space ships and Martians.

Communicative approach

All of the activities to be developed in this workshop are framed in the Communicative approach. This approach to language teaching promotes communication among students in a meaningful way. Savignon (1976) proposes that students should

negotiate meaning to achieve a successful communication. Whenever possible, authentic material must be used and the activities should be linked to real-life events. Furthermore, each activity has a communicative intent, meaning that there is a clear purpose of communicating in a meaningful way. Besides this, all the activities should be carried out in small groups, and cooperative relations should be encouraged since these allow students to negotiate meaning, key to improve the target language.

A variety of linguistic forms are presented together because the focus of this approach is on real-language use; the focus is on both in accuracy and fluency, but both are judged in context. Errors are tolerated since are viewed as part of the students' interlanguage.

The teacher in this approach has the role of provider of opportunities, co-communicator and facilitator, meanwhile students are the main communicators.

In this workshop, the activities will be student-centered; there will be real-language use when discussing the themes, motifs and symbols embedded in the novel; and students will have the chance to negotiate meaning through the different tasks.

Content-based and task-based syllabi

A content-based syllabus integrates specific content within teaching a foreign language; it views the target language as a vehicle to learn new content instead as the object of study (Nunan, 1988). In this workshop there will be no grammar lessons, students will discuss the content (themes, motifs and symbols) present in the novel using English (the target language) instead of learning about it.

A task-based syllabus is structured around meaningful tasks. These tasks use language as a means to fulfill them (Nunan, 1988). Language is subordinated to these tasks. In this workshop, students will use the target language to negotiate meaning and establish communication.

Cooperative, inquiry-based learning and non-defensive method.

Cooperative learning is a method that emphasizes group work and a sense of community. This method proposes that students learn best when working with other students. In this workshop, peer work and group work activities are included in which students will have to negotiate meaning to fulfill the tasks and the teacher will only work as a facilitator. In this sense, the tasks are student-centered.

Inquiry-based learning is a method where the student learns through hands-on learning. Through this method, students play an active role in their learning process and the teacher is just a facilitator. In this workshop, tasks are designed so the students have the chance to create their own materials as a way to produce output.

Non-defensive method seeks to build trust among the students and the students and the teacher. Using a non-defensive method helps students overcome negative feelings they may have and turns them into positive feelings to encourage their learning. As it was stated above, in all lessons students will have the chance to talk about their feelings towards the workshop.

SYLLABUS

Needs Analysis

To create the syllabus for this workshop, a needs analysis was carried out to know the target audience.

The needs analysis was conducted through 1) a survey that was applied to the eight students that are currently in 11th grade at Scuola Italiana in Viña del Mar, and 2) semi-structured interviews to the teachers of English, Spanish, Philosophy and History and to the principal of the school.

The survey and the semi-structured interviews were held at Scuola Italiana Arturo Dell'Oro in Viña del Mar in August 29, 2014. This school is private and offers a full-day school program in which English language is taught twice a week from *Giardino* (Nursery) to 12th grade. It is located in Los Acacios # 2202, Miraflores, Viña del Mar.

The survey (Appendix 1) is made of 12 questions, and below the results of each question will be shown with a commentary and how these answers are integrated in the workshop.

Results of the survey:

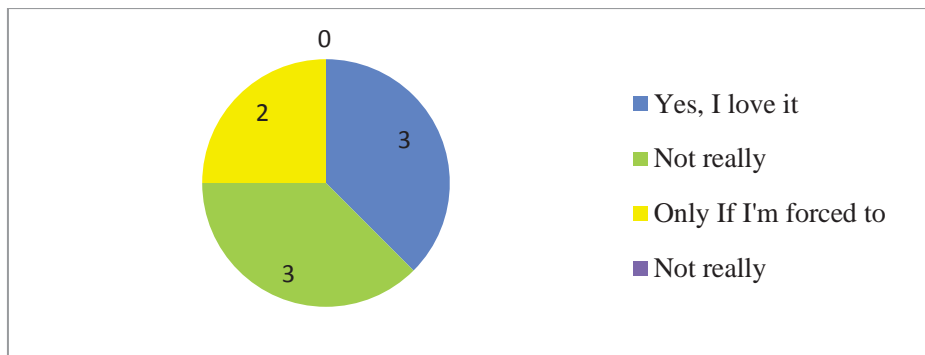
- 1) Seven out of eight students considered their English level to be intermediate.

This is positive since it means that they have enough knowledge of the L2 to express themselves in the target language.

- 2) Four out eight students said that they loved the language and considered that as strength. In addition, all of them said a weakness was to speak in class. 2 said they felt embarrassed when they had to speak and 3 said they had problems with

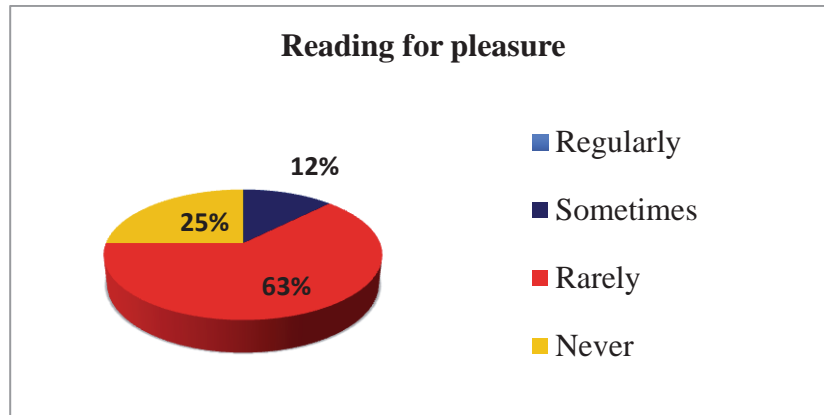
pronunciation. This means that throughout the workshop several activities must be designed so students lose the fear of speaking in class.

- 3) When asking how they prefer to express in their English classes, half of the class said they preferred to write and the other half said they preferred to speak. This means that the activities will have to include both ways of expression.
- 4) About the question, do you like to debate and to contrast your opinion, these were the results:



As the class is divided in terms of debating, there will activities in which debating own ideas will be incorporated, but this will not occur every session.

- 5) To the question, whether they liked to write in general, half said they loved writing and half said they did not like it. The ones who argue against writing claimed they had troubles putting their thoughts into paper and had problems writing on a topic assigned by the teacher. Seven out of eight argue that they prefer to write on free topics. This means that during the workshop, there will be guided writing activities in which students will learn to organize their compositions and free writing activities in which students have the chance to use their imagination without restrictions.
- 6) Most students said they rarely read for pleasure.



This shows that students do not have a reading habit; in this sense, the workshop will help to create it since they will have to read an amount of pages every week. In addition, by creating a reading habit, one of the objectives of the Ministry of Education will be fulfilled: Create the habit of reading in teenagers.

- 7) On the question how do you feel when reading texts in English, all of them said they did not find it difficult and that they actually enjoyed it. This means that they will be willing to read an amount of pages per week.
- 8) On the question do you like to read about other realities or do you prefer stories related to your immediate realities, most said they preferred the first option. They will enjoy reading *Brave New World* because it is about the future, another reality, but as they read it they'll enjoy it even more because it is about their reality.
- 9) On the question, what is the novel that liked you the most, six out of eight students said "Farenheit 451" by Ray Bradbury, which shows a clear preference to the genre.
- 10) But when asking which of these narrative genres do you prefer, science-fiction was only marked by two students. In contrast with the question above, this

shows that students do like science fiction, but they really don't know what is it about. For this reason, there will be a class where they will learn what is science fiction really about. This class is important because it will help to lower the anxiety that being part of a sci-fi workshop may cause.

- 11) When students were asked to mark which of the following sci-fi works they knew, most of them marked all of the choices, which confirms the fact that they know and like sci-fi works, but really don't know what is it about.
- 12) Moreover, in the next question students had to answer how much they liked those works and most students said they liked them very much.

Below, it can be found a summary of the results of the semi-structured interviews carried on different teachers and the principal of the school:

- a) Spanish teacher: We discussed if students had read the novel and he said **no** which is good for the purpose of this workshop because it means that it presents something new for students. Another point discussed was if students in 3° medio knew about the narrative genre; this is main and secondary characters, structure of the genre, among other things; he said that the genre was covered in 2° medio which means that activities can be created where students can identify aspects of the genre.
- b) English teacher: I asked the English teacher if students had read the novel before and she said **no**. In addition, she told me that students didn't read novels in her class, but they read short stories of the Dominoes Series by Oxford Editorial. This means that reading a novel is original, something students have never done before, but as they argued they did not have problems reading longer texts this will not be a

problem. She also told me that during the second semester, students only work on exercises for the PET exam which they have to take next year, there are no units and no new vocabulary is included during this semester. This could mean that this workshop may improve the students' English level by giving them the chance to express themselves. Most of activities will be designed for students to share their opinions and use the vocabulary in a meaningful way.

- c) Philosophy teacher: As the dystopia described by Huxley is based on behaviorism, among others, I asked the philosophy teacher if students were acquainted with Pavlov's theory. He said that students had covered behaviorism during the first semester of this year. This means that as students know about the topic, it is important that they refresh the concepts, so there will be a lesson where they will focus on this.
- d) History teacher: As one of the main themes inside the novel is consumerism that is related to Capitalism and the neo-liberal economy system, I asked the history teacher if students knew about these concepts. He said they were covering current economic systems and that by middle September, they should have finished covering liberalism, which includes capitalism. This means that there will be no need to teach students about capitalism and the neo-liberal system when we describe the society portrayed in *Brave New World*.
- e) Principal of Scuola Italiana: I asked to the principal on the possibility of carrying out this workshop; she agreed and offered the English classroom for it. I asked her about the possibility of grading the workshop and adding an extra grade to the English class; which she agreed. We also discussed some school rules and she noted

that students could be registered in the class book at any moment even if it was a workshop and that parents could be called for an interview in case of misconduct.

All of the information gathered in the needs analysis was used in the design of the syllabus.

Workshop Description

Name of the workshop: *Brave New World*: the conflict of happiness and true

Type of workshop: elective

Area: English

Subarea: Literature

Audience: 11th graders (3^o medio)

English level: Intermediate

School: Scuola Italiana Arturo Dell'Oro

Duration: 5 months

Time of the year in which this workshop will be issued: Second Semester

Session duration: 120 minutes

Sessions per week: one

Number of lessons: 20

Place where sessions will be hold: English classroom at Scuola Italiana in Viña del Mar.

Teacher: Mackarena Díaz

Email: mackarena.diaz.v@gmail.com

Rationale

In this workshop, students will improve their English competence by reading *Brave New World*. It consists of 5 units and 20 sessions where students will work with the four skills (speaking, writing, reading and listening), will develop critical thinking and will express their opinion when discussing the different themes embedded in the novel. In addition, students will predict from titles, create empathy, associate concepts, give opinions, summarize main ideas, do hands-on activities, learn new concepts, read for main and specific ideas, reflect on human nature, debate own ideas, reflect on beauty, religion and the role of drugs, assimilate new vocabulary, describe places and characters, evaluate character's decision, create a reading habit, identify the tone of conversations, become acquainted with the rhetorical structure of expository and argumentative texts, write expository and argumentative texts and compare *Brave New World* to our world.

This workshop is organized into four units plus an introductory one. The reason behind this decision is that the book is segmented in 4 different moments and these moments correspond with the units. This structure was elaborated with the objective of progressively guiding students through the reading.

A hybrid syllabus will be used in this workshop: a mixture of task-based and content-based syllabi. A content-based syllabus provides the space for the analysis and discussion of the themes embedded in the novel and the construction of a critical perspective regarding the issues at stake. Moreover, a task-based syllabus is needed since this content will be taught through tasks; students will use the target language to discuss the content through different pedagogical tasks.

General Objective

To teach English through literature with the use of *Brave New World*.

Specific Objectives

- To develop critical thinking in students through the analysis of *Brave New World* to (1) raise awareness that a work of science fiction may be useful to question the world around them and (2) to provide them with tools to discover parallels between a future postulated by the author and the current society.
- To create the habit of reading.
- To enhance the enjoyment of literature.

Course Policy

Requirements

To be able to enroll in this workshop students must:

- Be regular students at Scuola Italiana in Viña del Mar
- Be enrolled in 11th grade (3° Medio)
- Have a copy of the novel of Vintage Editorial, 2007 edition.
- Sign a letter where they commit to the course, this means they accept the terms mentioned below (Appendix 2).

Rules

As this is an elective workshop, students who enroll must be committed to the workshop; this means that they agree with the following:

- a) **Attendance:** Students are required to attend every session; in case they miss any, the students will get a 1.0 for participation on the day they missed. Students should have a medical note or a written justification from their parents for having missed a session. Students should also write an email to the teacher, so they can catch up with the contents covered. As this workshop has a class-to-class evaluation, students must meet a 90% of attendance (this means students can only miss one session) in order they have the chance to add another grade to their English class. In case a student dips beneath the 90%, he or she will have a negative annotation in the school's book for irresponsibility and will not have the chance to add another grade.
- b) **Materials:** All students are required to have their own copy of the novel *Brave New World* by Aldous Huxley from Vintage Editorial 2007 edition. Students can buy this novel at Books & Bits Library at Viña del Mar. Students are required to bring the novel each class. In the case a student does not have the novel, he or she will have to leave the class, will get a 1.0 for participation on that day and will be absent.
- c) **Plagiarism:** In case of plagiarism (partial or total copy of a work without acknowledging its source) the student will be expelled of the course, will receive a 1.0 as an extra grade in the English class, and his/her tutors will be called for an interview with the Principal and the teacher in charge of the Workshop. The school will determine the legal actions to take according to their internal rules.
- d) **Academic Misconduct:** Neither physical nor psychological violence will be tolerated in this workshop. Students who engage in academic misconduct are subject to the school disciplinary procedures.
- e) **Tardiness:** Students must be in time for the sessions. In case a student arrives late for a fourth time, it will count as one absence. Students are allowed to enter the

classroom only 10 minutes after the beginning of the session; after the 10 minutes, students are not allowed to enter.

- f) **Use of telephones:** Students must have their phones off during class. If any student is surprised using his/her phone, it will be taken from the student and the tutor will have to go to the school to get it back.

Evaluation Criteria

The idea of this workshop is that students express themselves freely without having the pressure of taking a written test; this is the reason why a participation based evaluation system has been developed. The motivation of the students to participate is also encouraged by the inclusion of the final workshop grade in the student's formal English class.

This course will be evaluated in the following way:

1. Participation

Having students to communicate in meaningful ways is key in this workshop; this is the reason for which it will worth a 50%. Students will be encouraged to participate actively in class and will be assessed class to class according to the Rubric of Participation (Appendix 1). It is important to point out that every activity that is carried out in class will count as participation; this is debates, presentations, among others. Participation will be evaluated using a 60% scale.

2. Quizzes

After students start reading the book, they will be asked to read an amount of pages per week and every week they will answer a quiz. This quiz will consist of 6

comprehensive questions where students are required to elaborate on questions related to the chapters. All of the quizzes will be given a grade from 1 to 7 and then they will form an average. Each question is worth two points (see Appendix 6 for more information). The aim of the quizzes is to make sure students read what they are supposed to for that class. Quizzes will worth a 20% of the final grade. For more details of the questions in the quizzes go to Appendix 4 and Appendix 5 for the answers. In Appendix 6 you can find the rubric that will be used to evaluate the quizzes. All the quizzes will be evaluated using a 60% scale.

3. Vocabulary Exercises

At the beginning of the course, students will be given a chart (Appendix 6) through google drive (that the teacher previously shared and given editing permission) that they are supposed to complete at home with the vocabulary that it was new for them. Every class, teacher will choose words or expressions from this chart and students will have to do different exercises. Every exercise will be given a grade and the average of the grades will worth a 15% of the final grade. Examples of vocabulary exercises are given in Appendix 8. Each vocabulary exercise will be evaluated as following: each correct exercise inside the activity is awarded one point, as all the vocabulary exercises are different all of them will have different total scores. The vocabulary quizzes will be evaluated with a 50% scale.

4. Final Project

At the end of the workshop, in pairs, students will have to write an argumentative paper on a different end of the story. The story ends with John committing suicide;

students will have to think of a different ending for John and argue this ending. The rubric for this project can be found in Appendix 9. Final project will be evaluated using a 60% scale.

This table summarizes how this workshop will be evaluated:

Activity	% of the final grade
Participation	50%
Quizzes	20%
Vocabulary exercises	15%
Final Project	15%

Macro planning

Below you can see the macro planning of the workshop. As was stated in the evaluation criteria, students will be evaluated through quizzes and vocabulary exercises. Those activities are not fully described in the chart below, but for details you can go to Appendix 7 for vocabulary exercises and Appendix 4 for quizzes.

Unit	Sessions	Objectives	Tasks
1. Introduction to <i>Brave New World</i>	1. Do you really know what sci-fi is?	1. Define 2. Distinguish 3. Express opinions 4. Identify 5. Express	<p>-Teacher explains how the workshop will be evaluated.</p> <p>Engage</p> <p>-Students write on a piece of paper what they think sci-fi is. Then, they give it to the teacher.</p> <p>-Students watch a video that shows different segments of the movies that they said they knew on the needs analysis questionnaire (Appendix 1) and say what they have in common.</p> <p>Study</p> <p>-Teacher explains what sci-fi is.</p> <p>Activate.</p> <p>-Teacher reads what students had previously written and asks whether the other students agree or not.</p> <p>-In pairs, students will be given a set of pictures of movies and books and have to decide which picture belongs to the sci-fi and why.</p> <p>-Plenary: Students remember what they learned</p>
	2. Who is Aldous Huxley and what is <i>Brave New World</i> ?	1. Associate 2. Give opinions 3. Describe 4. Explain 5. Predict.	<p>Pre task</p> <p>-Teacher shows an image of Aldous Huxley and asks students if they know him. Students answer.</p> <p>-Teacher asks students to make predictions on Aldous Huxley.</p> <p>Task</p>

		<p>-Teacher shows eight images through a power point presentation that are somehow related to Huxley. Students see the images and each one of them says how they think they are related to the author.</p> <p>-Teacher explains who Aldous Huxley is and what the images represent.</p> <p>Post task</p> <p>-Teacher asks students if the predictions were right.</p> <p>-Students give their opinions on Huxley's life.</p> <p>Pre Task</p> <p>- Teacher asks students to read the title of the novel. Students predict what the novel will be about.</p> <p>Task</p> <p>-Teacher says that Aldous Huxley wrote <i>Brave New World</i> and shows the cover of the book. Teacher asks students to describe what they see.</p> <p>-Then, she points out that in the cover there is a baby with no eyes, nose and without mouth, asks students what do they think this means. Teacher writes assumptions on the board.</p> <p>Post task</p> <p>-Teacher shows a video</p>
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			of what's the book is about. Students say if their predictions are similar to what they saw on the video.
	3. What themes are present in <i>Brave New World</i> ?	<ol style="list-style-type: none"> 1. Select 2. Summarize 3. Explain 4. Give opinions. 	<p>Pre task</p> <p>-Students are divided in pairs. They are given one of the following topics: behaviorism, consumerism, individualism and dystopias vs. dystopias. Each pair is given a short text on one of the topics aforementioned.</p> <p>Task</p> <p>-Students read the texts and create a fun summary on a cardboard (aka a poster).</p> <p>-Students present their summaries to the class.</p> <p>Post task</p> <p>-Students make comments on the experience of making a poster</p> <p>Homework: Students should read chapter 1, 2 and 3.</p>
2. <i>Brave New World</i> : A modern Dystopia/Utopia	4. <i>Brave New World</i> : A dystopian or a utopian society?	<ol style="list-style-type: none"> 1. Recall definitions 2. Give examples 3. Express opinions 4. Identify main arguments 5. Select relevant arguments 6. Debate 7. Express orally 	<p>-Quiz 1.</p> <p>-Vocabulary exercise.</p> <p>-Students remember concepts from the previous class.</p> <p>Pre task</p> <p>-Class discussion: Is the novel a dystopia or a utopia?</p> <p>-Students read two texts: one argues that the novel is a utopian society and the other argues the novel is a dystopian society. Students read</p>

		<p>the texts and identify main arguments.</p> <p>Task</p> <ul style="list-style-type: none"> -Class is divided into two. -Students create a debate. <p>Post task</p> <ul style="list-style-type: none"> - Students make comments on the debates and they come to the agreement that is both. <p>Homework: Re-read chapter 1.</p>
5. What makes us humans?	<ol style="list-style-type: none"> 1. Differentiate 2. Produce a written paragraph 3. Reproduce 4. Analyze 5. Express opinions 6. Design 7. Explain 	<p>-Quiz 2</p> <p>-Vocabulary exercise.</p> <p>Pre task</p> <ul style="list-style-type: none"> -In pairs, students complete the chart with advantages and disadvantages of being born out of a machine. -In pairs, students write a reflection on the differences of robots and human beings. <p>Task</p> <ul style="list-style-type: none"> -Students create their own magazine cover on what is the human nature for each one of them. -Students present their work in front of the class. <p>Post task</p> <ul style="list-style-type: none"> -Students make comments on how they felt discussing human nature and how they felt designing a magazine cover. <p>Homework: Re-read chapter 2</p>
6. Who decides what kind of human we are?	<ol style="list-style-type: none"> 1. Recall the caste system. 2. Discuss questions. 	<p>-Quiz 3</p> <p>-Vocabulary exercise.</p> <p>Pre task</p>

		<p>3. Create arguments. 4. Defend own arguments. 5. Select important information. 6. Express opinions.</p>	<p>-Teacher shows an image on the caste system and asks them what do they remember. Teacher writes on the image the information provided by the students. -In groups of four, students discuss the following questions: who decides which caste should you be in? why is the cast system so effective? what do you think the colors represent? What about in our society? How is social mobility achieved in our society and is not present in the novel? What role does education have in social mobility? What about books, are they present? What about education? -Students read two texts on social mobility through education. One text argues that all citizens should be educated equally no matter their social class; the other text argues that only rich people deserve to be educated. -Students answer questions and then make comments on the texts. Task -Class is divided into two. Four students in favor of educating all citizens and four students in favor of educating a select elite. -Students debate.</p>
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		<p>Post task</p> <p>-Students comment on how they felt debating on this topic.</p> <p>Homework: Re-read chapter 3.</p>
7. Consumerism in <i>Brave New World</i> or in our World?	<ol style="list-style-type: none"> 1. Learn definitions 2. Discuss 3. Give examples 4. Reflect 5. Design 6. Present 	<p>-Quiz 4</p> <p>-Vocabulary exercise.</p> <p>Pre task</p> <p>-Teacher shows the meaning of hypnopedia drills. Students discuss the meaning and remember some of the hypnopedia drills from the novel.</p> <p>-Class discussion: Why is it imperative to promote consumerism from an early stage?</p> <p>Task</p> <p>-Teacher shows a video of consumerism of the U.S. in 1932 and different countries around the world in 2014. In pairs, students answer questions.</p> <p>-Students share their answers with the rest of the class.</p> <p>Post task</p> <p>-Students create a poster that warns the rest of the school from consumerism.</p> <p>-Students present their posters to the rest of the class.</p> <p>Homework: Read pages 40-48</p>
8. For ever pretty, for ever young.	<ol style="list-style-type: none"> 1. Recall what was done the previous lesson. 2. Give opinions. 3. Reflect. 	<p>-Vocabulary.</p> <p>-Remember what we did the last class.</p> <p>Pre task</p> <p>-Teacher shows different</p>

		<p>4. Appraise. 5. Argue. 6. Write a reflection.</p>	<p>pictures of people and asks which one of them do you consider beautiful and why? Students answer.</p> <p>Task -In circles, teacher shows a box, students get a paper out of the box and answer one question. The questions are: a): In our society there are people who are not considered pretty according to the American/European standard of beauty. What about the society depicted in the book?, b) do people die in the novel, how? c) how many does a regular person live? d) are there any illnesses? Explain e) Do people get old? f) Is it ok to be forever young? g) How is religion portrayed in the novel? h) what happens to people after they die? -Individually, students write a short reflection including all these aspects: beauty, no illnesses, for ever young, no fear of death, no religion. -Students share their reflections with the rest of the class.</p> <p>Post task -Students give their opinions on what was done in class.</p> <p>Homework: Re-read page 27.</p>
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	9. Sex, sex, sex	<ol style="list-style-type: none"> 1. Discuss 2. Express opinions 3. Comprehend 4. Provide answers 5. Analyze 6. Evaluate 	<p>-Vocabulary activity</p> <p>Pre task</p> <p>-Class discussion</p> <p>-Teacher gives students the definition of moral codes and values. Students in groups answer the question, in the novel, does sex follow any moral codes or values?</p> <p>-Teacher writes on the board “Everybody belongs to everyone else”? and asks a question.</p> <p>Task</p> <p>-One of the students read the scene in which Henry and Helmholtz talk about Lenina and Bernard refers to Lenina as a piece of meat.</p> <p>-Students answer questions.</p> <p>-Students give their opinions.</p> <p>Post task</p> <p>-Evaluate Lenina and Bernard’s attitude.</p> <p>Homework: Re-read page 46.</p>
	10. Soma or Prozac?	<ol style="list-style-type: none"> 1. Express opinions 2. Produce answers 3. Infer main idea 4. Identify specific words 5. Provide answers 6. Reflect on the use of drugs 	<p>-Vocabulary exercise</p> <p>Pre-listening</p> <p>-Class discussion</p> <p>Listening</p> <p>-Listen to the beginning of The Strokes’ song “soma” and: 1) say what the song is about, 2) complete a cloze and 3) answer questions.</p> <p>Post listening</p> <p>-Students watch a video of different drugs (legal and illegal) and discuss.</p>

			Homework: Read chapter 4.
3. Social Engineering and the Individual	11. Social Engineering: a future thing?	<ol style="list-style-type: none"> 1. Give examples. 2. Argue in a written form. 3. Reproduce 4. Discuss. 5. Define 6. Describe. 7. Evaluate. 8. Reflect 	<p>-Quiz 5</p> <p>-Vocabulary exercise</p> <p>Pre task</p> <p>-Read the definition of social engineering.</p> <p>-Class discussion: Can you give example of social engineering in the present?</p> <p>Task</p> <p>-In pairs, find examples of social engineering in the novel.</p> <p>- Students argue why these are examples of social engineer in a written format.</p> <p>-Students share with the rest of the class.</p> <p>Post Task</p> <p>-Students watch a video with examples.</p> <p>-Students argue why there is social engineering present in each example.</p> <p>-Students think of other examples of social engineering.</p> <p>Pre task</p> <p>4. There is a character that escapes this social engineering: Bernard Marx. In pairs do the following (each couple works with only one)</p> <p>Describe Bernard physically</p> <p>Describe Bernard psychologically</p> <p>Why does he feel different?</p> <p>Why is he different?</p>

			<p>Share with the rest of the class</p> <p>Task Watch a scene in which the other characters look down on Bernard, write the prejudices and identify the bullying.</p> <p>Post task Class discussion: Bernard is a Misfit, what happens to people that don't go with the flow? Have you ever felt like Bernard? Are we all Bernard? What do you think it will happen to Bernard?</p> <p>Homework: Read chapter 5.</p>
	<p>12. The Individual vs. Individualism</p>	<ol style="list-style-type: none"> 1. Read definitions. 2. Give examples. 3. Discuss. 4. Learn the structure of a expository essay. 5. Organize ideas. 6. Write a expository essay. 7. Reflect. 	<p>-Quiz 6 -Vocabulary exercise</p> <p>Pre task -Students read the concept of individual and individualism. -Class discussion: In the book, do we have individuals or individualism? -Teacher says that students will have to write a expository text. She notes how expository texts are organized and gives students tips to organize their ideas.</p> <p>Task -In pairs students reflect on the world's State Motto: Community, Stability and Identity and then write an expository paragraph.</p> <p>Post task</p>

			-Complete the chart with advantages and disadvantages on the lost of individualism. Homework: Read chapter 6.
4. The Frontier: Meeting of two Worlds	13. What's the Savage Reservation?	1. Describe 2. Create 3. Explain 4. Give examples 5. Identify 6. Select 7. Produce a written a paragraph 8. Discuss.	-Quiz 7 -Vocabulary exercise Pre task -In pairs, students discuss what are the savage reservations. Task -Students draw the savage reservation. - Students explain their drawings. Post task 3. Discussion: In the book we have “savage reservations” but in our world, what do we have? Give examples. Pre task -Students see different frontiers, identify them and make comments. Task Students choose one of the frontiers and write a paragraph.. -Students share their compositions with the rest of the class. Post task -In pairs discuss whether it is ok to isolate people. -Share with the rest of the class. Homework: Read chapter 7
	14. Meeting of Two Worlds	1. Give examples. 2. Imagine. 3. Describe 4. Write a paragraph	-Quiz 8 -Vocabulary exercise Pre task -In pairs, choose a place

		5. evaluate	<p>that you have never visited. This place should not be similar to our civilization. For example: Tribes in Africa.</p> <p>-Describe how do you think these places are and what would be your reaction when you witness this place?</p> <p>-Share with the class.</p> <p>Task</p> <p>-Students watch a scene in which Bernard and Lenina meet John and Linda.</p> <p>-In pairs students describe what is each character's reaction.</p> <p>-Student's share with the class.</p> <p>Post task</p> <p>-Individually, write a short paragraph on the people from the reservation's (aka the savages) perception of the savages.</p> <p>Homework: Read chapter 8.</p>
	15. The "savage" arrives at "civilization"	<ol style="list-style-type: none"> 1. Identify main ideas 2. Discuss. 3. Reflect. 4. Predict. 	<p>-Quiz 9</p> <p>-Vocabulary exercise.</p> <p>Pre task</p> <p>-Class discussion:</p> <p>- Teacher explains that Huxley based the title of his novel in one of Shakespeare's plays.</p> <p>-Students read the scene in which the name of the novel is mentioned.</p> <p>Task</p> <p>-Students watch the scene in which Bernard invites John, he agrees</p>

			<p>and says Brave New World!</p> <p>In pairs students discuss: Why does John agree? Why does he say Brave New World? Why brave? Why new? Why world?</p> <p>Post task -What do you think will happen when John arrives in civilization?</p> <p>Homework: Read chapters 9 -10</p>
16. Life at civilization	<ol style="list-style-type: none"> 1. Compare 2. Contrast 3. Evaluate 4. Reflect 5. Criticize 	<p>-Quiz 10 - Vocabulary exercise.</p> <p>Pre task -In pairs, complete the chart and compare and contrast Bernard before going to the Savage Reservation and after. What differences can you see? -Share with the rest of the class.</p> <p>Task -Read the scene in which Bernard is looked up by the rest of the people. -Answer questions, how does he feel? Why? -Now focus on John's reaction. Why does not he want to participate in the celebration? How does Bernard react? -Focus on the people's reaction when they knew John was not going to the party, how do they treat Bernard?</p> <p>Post task - Think of one time you were very popular among people and left</p>	

			<p>aside your real friends. Why did you do that? Why did you want to be popular?</p> <p>Homework: Read chapters 11 and 12.</p>
<p>5. Internal Conflicts: Beauty, love and mortality</p>	<p>17. Who defines Beauty?</p>	<ol style="list-style-type: none"> 1. Give opinions 2. Provide reasons 3. Reflect 4. Select 5. Compare and contrast 6. Write a composition 	<p>-Quiz 11</p> <p>- Vocabulary exercise.</p> <p>-Pre task</p> <p>-Individually, students write what would they change of their body and why?</p> <p>- In pairs, students describe John and Linda physically.</p> <p>Task</p> <p>-Students are given different magazines. They are asked to find and cut the women and men that appear in them.</p> <p>-In pairs, students paste the pictures that they cut in the worksheet.</p> <p>-Teacher shows a picture of John and Linda. In pairs, students look at the picture and complete the chart by comparing and contrasting John and Linda with the people they cut from the magazine.</p> <p>-Students share with the rest of the class their findings.</p> <p>Post task</p> <p>-Class discussion.</p> <p>- Students watch a video on beauty commercials.</p> <p>- Individually, students write a paragraph on the role of beauty industry in the male and female's roles.</p>

			Homework: Read chapters 13-15
	18. Do you really need love?	<ol style="list-style-type: none"> 1. Discuss 2. Write a complex paragraph 3. Identify main ideas. 4. Design a postal. 5. Evaluate. 	<p>-Quiz 12.</p> <p>-Vocabulary exercise</p> <p>Pre task</p> <p>-Class discussion: Is there any difference between having sex for pleasure and making love?</p> <p>Task</p> <p>-Students watch the scene in which Lenina tries to have sex with John.</p> <p>-In pairs answer questions: why does Lenina want to have sex? Why does not John want to? Why does John gets angry and hit Lenina? What is Lenina representing?</p> <p>Post task</p> <p>-Students watch a video that shows the importance of sex in our lives.</p> <p>-In pairs, students write a 200-word composition on the role of commercials and our desire for sex.</p> <p>Pre task</p> <p>-Class discussion: Do you love your parents? How would you feel if you find out they are dead right now?</p> <p>Task</p> <p>-Students read the scene in which Linda dies.</p> <p>-Students answer the following questions. How does John feel? Why is he so devastated?</p>

			<p>Why does he get angry when he sees the trolley full of soma? What does he do with the soma? Why does he do that?</p> <p>Post task</p> <ul style="list-style-type: none"> - You are told you have the chance to send a “postal” to John at the moment in which Linda dies. What would you say to him? -Students create their own “postal”. -Students present their “postal” to the class. <p>Homework: Read chapter 16-18</p>
	<p>19. This is how things are done in the <i>Brave New World</i>.</p>	<ol style="list-style-type: none"> 1. Describe 2. Give opinions 3. Reflect 4. Infer 5. Select 6. Identify 7. Evaluate 8. Appraise. 	<ul style="list-style-type: none"> -Quiz 13 -Vocabulary exercise <p>Pre task</p> <ul style="list-style-type: none"> -In pairs, describe Mustapha Mond. Who is he? How does he feel towards John? -Share with the class. -What’s your opinion of Mr. Mond? Do you like him? Do you respect him? Would you like to be Mustapha Mond? <p>Task</p> <ul style="list-style-type: none"> -Students watch the scene in which John and Mustapha Mond argue. -In pairs students answer some questions: Why are they having an argument? What’s the tone of conversation? <p>Post task</p> <ul style="list-style-type: none"> -Students pretend they are John discussing with Mustapha. They have to write stronger arguments to fight Mond’s case.

	<p>20. Choose: the blue pill or the red pill</p>	<ol style="list-style-type: none"> 1. Learn the structure of an argumentative text. 2. Write drafts. 3. Write argumentative texts. 4. Identify argumentative texts. 	<p>Presentation -Teacher explains final activity. -Teacher explains the structure of an argumentative text.</p> <p>Practice -Teacher shows several examples of texts and students have to identify the argumentative ones.</p> <p>Production -Students write the argumentative essay. -Students read their essay in front of the class.</p>
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Sample lessons

Sample lesson 1

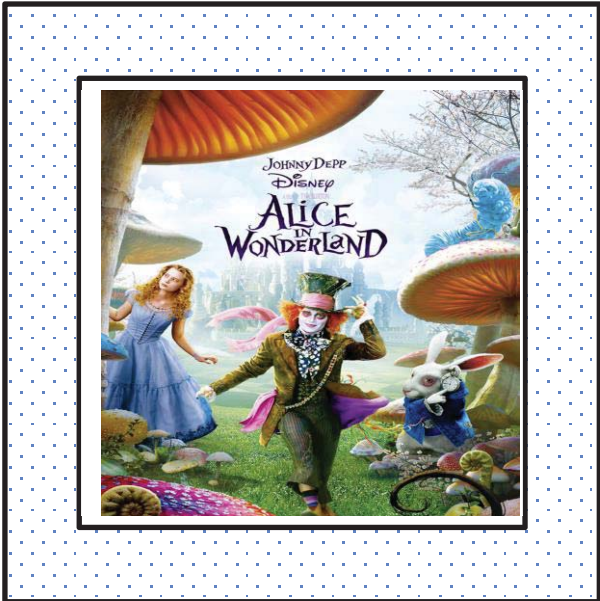
Unit 1: Introduction to *Brave New World*

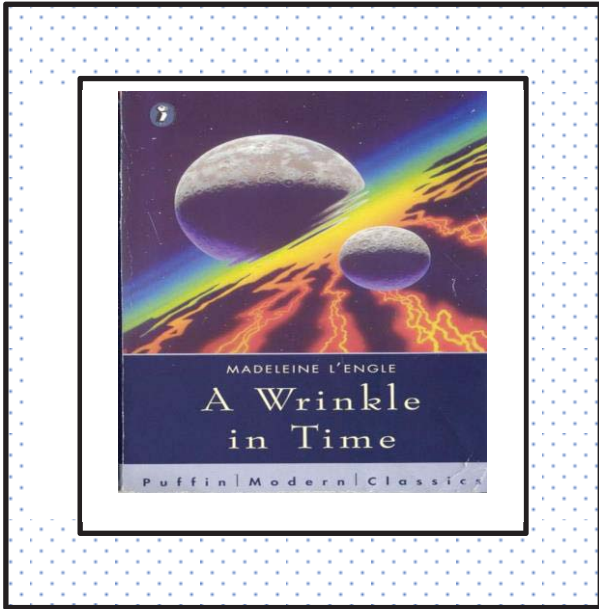
Session 1: Do you really know what sci-fi is?

Objectives:

- ✓ Define science-fiction
- ✓ Distinguish common features among sci-fi movies.
- ✓ Express opinions
- ✓ Identify science-fiction works
- ✓ Express own feelings

Lesson stage	Description	Time
Beginning	-Teacher explains how the workshop will be evaluated.	20 minutes
Development		
Engage	-Students write in a piece of paper what they think sci-fi is. Then, they give it to the teacher.	5 minutes
	- Students watch a video that shows different segments of the sci-fi movies that they know (based on the needs analysis). As a class discuss what do they have in common.	15 minutes
Study	-Teacher provides an explanation of what science-fiction is really about.	15 minutes
	-Teacher reads what students had previously written and asks whether the other students agree or not.	5 minutes
Activate	- In pairs, students will be given a set of pictures of movies and books and have to decide which picture belongs to the sci-fi and why.	20 minutes
	-Students share with the rest of the class.	10 minutes
Closure	- As a whole class, students discuss how they felt in the session and what do they expect from this workshop.	10 minutes





Sample lesson 2

Unit 2: *Brave New World*: A modern Dystopia/Utopia

Session 4: *Brave New World*: A dystopian or a utopian society?

Objectives:

- ✓ Recall definitions of dystopia and utopia
- ✓ Give examples
- ✓ Express opinions
- ✓ Identify main arguments in a written text.
- ✓ Select relevant arguments in a written text.
- ✓ Debate about the main topics of the lesson.
- ✓ Express orally different arguments related to the contents of the class.

Lesson stage	Description	Time
Beginning	-Students take quiz 1	15 minutes
	-Students do vocabulary exercise.	15 minutes
	-Students read the concepts of dystopia and utopia mentioned last class and make examples.	10 minutes
Development		
Pre task	-Students are sitting in circles. Teacher asks them, is the society portrayed in the novel a utopian or a dystopian society? Students answer by raising their hand.	10 minutes
	- Students read two texts: one argues that the novel depicts a utopian society and another that argues that it is a dystopian society. Students read the texts and identify main arguments.	20 minutes
Task	-Inside a bag, teacher takes out the name of the people who argue that the society is utopian. The other students argue against this.	
	-Students create a debate.	30 minutes
	-The debate is mediated by the teacher.	
	-Each member of the group has to say at least one argument.	
Post task	-Students make comments on the debates and try to come to an agreement.	10 minutes
Closure	-Teacher asks students how they felt during the lesson -Teacher sets homework: Re-read chapter 1.	10 minutes

Brave New World - A dystopian or a utopian Society?



BEFORE WE START

Do you remember the concepts of "utopia" and "dystopia"? Read the definition below and give an example of each one.



Utopia can most easily be summarized in the phrase "perfect society". Here you can find out more about these imaginary worlds, who often represented pivotal point in the life-works of several great philosophers, and were the basics in the creation of several political movements.

Example: _____



Dystopia represents artificially created world or society in which human population lives under the rule of the oppressive government, or is subjected to various other types of oppressions (class, religion, lack of individuality, privacy ...)

Example: _____



READING TIME

2. There are two texts below. Each argues different perspectives of the society portrayed in the novel. Read them carefully and identify the authors' claim and main arguments.

A Dystopian Society

It is obvious that Huxley fears a completely totalitarian government and a purely scientific society engineered in a laboratory. It is no wonder that he chose to express his concerns in a book, for the increasing power of Russia and other socialist and dictatorial governments was rapidly expanding. In fact, many viewed the Soviet countries as "the new world." Huxley, however, believed that a purely scientific society is incompatible with long cherished human values and ideals such as truth, love, art, and emotions. The novel carries a clear warning against contemporary tendencies, especially those where science is used merely as a technological tool. The author also warns that social stability, the natural concern of a post-war generation, should not be valued at the expense of individual freedom.

Finally, Huxley is warning against escaping reality through drugs, the growth of mindless entertainment, the advocacy of free sex, and the increasing power of mass media, problems that still plague modern life. The title, therefore, is intended to be ironic, for Huxley does not see the world depicted in the novel as a brave or beautiful place. Instead of being a utopia, the brave new world becomes a utopia-in-reverse or Dystopia; it is less inviting than the old world order with all its disadvantages.

Taken from:

http://thebestnotes.com/booknotes/Brave_New_World_Huxley/Brave_New_World_Study_Guide17.html

Brave New World: The twenty-first century Utopia.

In the novel *Brave New World* written by Aldous Huxley a utopian society is presented where happiness is bought through a drug and your life is already planned.

Aldous Huxley presents a society where everything is perfect and everybody is happy: there are no more wars, or hungry and all illnesses are eradicated. Everybody is young and healthy up to the moment in which he/she dies. There is no religion and of course, nobody is afraid of death.

Huxley presents us this perfect society and it seems that we are heading our way to it. However, what is the price we are willing to pay for perfection?

Adapted from: <http://www.123helpme.com/utopian-society-in-brave-new-world-by-aldous-huxley-view.asp?id=152967>

Sample lesson 3

Unit 2: Brave New World: a modern dystopia/utopia

Session 5: What makes you human?

Objectives

- ✓ Differentiate advantages and disadvantages of being born out of a machine
- ✓ Produce a written paragraph on the differences between a human and a robot
- ✓ Reproduce orally the paragraph written by them
- ✓ Analyze other classmate's paragraphs
- ✓ Express opinions
- ✓ Design a magazine cover
- ✓ Explain the magazine cover to the class.

Lesson stage	Description	Time
Beginning	-Students take quiz 2	15 minutes
	-Students do a vocabulary exercise selected by the teacher.	15 minutes
Development Pre task	In pairs, students complete a chart with advantages and disadvantages of being born out of a machine. Then, students share their answers with the class.	10 minutes
	In pairs, students see a picture of robots and write a short paragraph on the differences between a robot and a human being. Students read their paragraphs in front of the class. Students make comments.	20 minutes
Task	Individually, students create their own magazine cover on what is the human nature for each one of them.	30 minutes
	Students present their magazine covers in front of the class and explain the reason behind their decision.	10 minutes
Post task	As a class, students make comments on how they felt discussing human nature and how they felt designing a magazine cover.	15 minutes
Closure	Teacher sets follow-up work: Students should re-read chapter 2.	5 minutes

What makes us human?



BEFORE WE START



SPEAKING TIME

1. According to the novel, babies are born out of a machine and raised in a Hatchery Center and, therefore, families do not exist. Get in pairs and complete the chart below with advantages and disadvantages of children being born out of a machine. There are two examples.

Example of advantage: Babies are born without any illnesses.

Example of disadvantage: Babies are born without parents.

Advantages	Disadvantages

2. Let's share with the rest of class. Present to your classmates what you did in the previous activity.



TIME TO THINK!

3. Change partners. Look at these pictures and then answer the questions below.



If both humans and robots are born out of a machine, what makes them different? Discuss this question with the person sitting next to you and write your answers as a short paragraph.





HANDS ON!

Individually, design your own magazine cover on what is the human nature for you. It can be a magazine that already exists or you can create one. Your work must reflect your opinion. Be creative and artistic! Then, present it to your classmates and explain why that cover reflects the concept of "human nature". Below you can find an example.



Sample lesson 4

Unit 2: *Brave New World*: A modern Dystopia/Utopia

Session 7: Consumerism in *Brave New World* or in our World?

Objectives

- ✓ Learn the definition of hypnopedia
- ✓ Discuss the meaning of hypnopedia
- ✓ Give examples of hypnopedia drills present in the novel
- ✓ Reflect on consumerism in our society
- ✓ Design a poster
- ✓ Present the poster to the rest of the class

Lesson Stage	Description	Time
Beginning	-Students take quiz 4	15 minutes
	-Students do a vocabulary exercise selected by the teacher.	15 minutes
Development		
Pre task	- As a whole class, students read the meaning of hypnopedia. Students make comments.	10 minutes
	-In pairs, students discuss the meaning and write down some of the hypnopedia drills from the novel.	10 minutes
	-Students in a circle discuss on the following question: why is it imperative to promote consumerism from an early stage?	20 minutes
	-Teacher monitors the discussion	
Task	- Students watch a video of consumerism of the U.S. in 1932 and in different countries in 2014 (Japan, South Korea, Argentina and Chile).	5 minutes
	-In groups of 4 students answer the following questions: Why is it that in year 2014, 82 years after <i>Brave New World</i> was written, we are still a consumerism society? Why is consumerism so important and why are we encourage to do so?	15 minutes
	- The groups share their answers with the rest of the class.	15 minutes
Post task	-In pairs, students create a poster that warns the rest of the school from consumerism. -Students present their posters to the rest of the class.	10 minutes
Closure	-Students say how they felt during the lesson Teacher sets homework: Read pages 40-48	5 minutes

CONSUMERISM IN BRAVE NEW WORLD OR IN OUR WORLD?



BEFORE WE START

What do you remember from the concept "hypnopedia"? If not, read the meaning below.



Hypnopedia:

Instruction of a sleeping person especially by means of recorded lessons—called also sleep-learning, sleep-teaching.

Taken from: <http://www.merriam-webster.com/medical/hypnopedia>

1. Do you remember the hypnopedia drills? Write at least 2 in the boxes below. Include information about what they refer to and what aspects in human behavior they are trying to mold.

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2. Now, choose one of them and share what you wrote with the rest of the class. You can complement your information with what your classmates share.



IT'S TIME FOR A VIDEO!

3. Get in groups of 4. Watch the video answer the following questions.

Why is it that in year 2014, 82 years after *Brave New World* was written, we are still a consumer society?

Why is consumerism so important and why are we encourage to do so?

When you're done be prepared to share with the rest of the class.



HANDS ON!

4. In pairs, create a poster that warns the rest of the school from consumerism.
5. In no more than one minute, explain in front of the class what your poster means.

Sample lesson 5

Unit *Brave New World*: A modern Dystopia/Utopia

Session 9: Sex, sex, sex

Objectives

- ✓ Discuss the role of sex in our society
- ✓ Express opinions
- ✓ Comprehend the definitions of moral codes and values.
- ✓ Provide meaningful answers to comprehensive questions
- ✓ Analyze a scene through a close reading activity
- ✓ Evaluate character's attitude

Lesson stage	Description	Time
Beginning	-Students do a vocabulary exercise selected by the teacher.	15 minutes
Development		
Pre task	- Students sit in a circle, answer the question: How is sex portrayed in the novel?	10 minutes
	-Students work in groups of four. They read the definition of moral codes and values and answer the question: in the novel, does sex follow any moral codes or values?	10 minutes
	- Students share their answers with the rest of the class.	10 minutes
Task	- Teacher writes on the board “Everybody belongs to everyone else”? and asks to the whole class Do you think this is equitable? Students answer	20 minutes
	- One of the students read the scene in which Henry and Helmholtz talk about Lenina and Bernard refers to Lenina as a piece of meat.	15 minutes
Post task	- In pairs, students answer questions.	20 minutes
	-Students share with the rest of the class.	
	-In pairs, students evaluate Lenina and Bernard's attitude. Students do this by answering guided questions.	
	-Students share with the class.	
Closure	-Students comment on how they felt during the session -Teacher sets homework: Re-read page 46.	10 minutes

SEX



BEFORE YOU READ

1. Get in groups of 4. Read the definition of 'moral codes' and 'values.' Then, explain if, in your opinion, sex in the novel follows any moral codes or values.

Values are our fundamental beliefs. They are the principles we use to define that which is right, good and just. Values provide guidance as we determine the right versus the wrong, the good versus the bad. They are our standards.

Consider the word "evaluate". When we evaluate something we compare it to a standard. We determine whether it meets that standard or falls short, comes close or far exceeds. To evaluate is to determine the merit of a thing or an action as compared to a standard.

Morals are values which we attribute to a system of beliefs, typically a religious system, but it could be a political system of some other set of beliefs. These values get their authority from something outside the individual- a higher being or higher authority (e.g. society). In the business world we often find ourselves avoiding framing our ethical choices in moral terms for fear that doing so might prove offensive (lacking in respect or compassion) to some. Many of us find our values are strongly influenced by our sense of morality – right as defined by a higher authority. Yet we refrain from citing that authority because doing so may seem less rational and more emotional to others who do not share our belief system. The lack of public reference to morals does not diminish the power of moral authority. Avoiding a morality-based rationale is a social convention and one that is not universally practiced.

Taken from: <http://www.navran.com/article-values-morals-ethics.html>



READING TIME

Open your novel to page 27. Listen carefully to one of your classmates reading the page.

In groups of 4, discuss and answer the following questions.

a. Why does Bernard make that comment?

b. Why does Henry refer to Lenina as pneumatic?

c. From the reading, does Huxley give more information on Henry's body? Why do you think Huxley only give us information on Lenina's body?

d. What does her body represent?

e. What else is described as pneumatic? Compare both concepts described as pneumatic?



TIME TO THINK!

In pairs, write a paragraph evaluating Lenina and Benard's attitude. Here are some questions that can guide your writing:

- ❖ Is it ok that Bernard treats Lenina that way?
- ❖ Is it ok that Lenina does not mind to be obliged to have sex with more than one person?

Be prepared to share with the rest of the class!

A large green speech bubble with a tail pointing towards the bottom left. Inside the bubble are ten horizontal black lines for writing.



Sample lesson 6

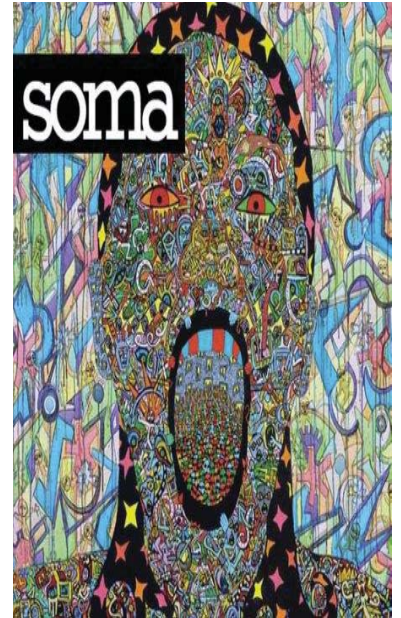
Unit 2: *Brave New World*: A modern Dystopia/Utopia
 Session 10: Soma or Prozac?

Objectives

- ✓ Express opinions
- ✓ Produce meaningful answers to comprehensive questions
- ✓ Infer main idea
- ✓ Identify specific words
- ✓ Reflect on the different uses of drugs

Lesson stage	Description	Time
Beginning	-Students do a vocabulary exercise selected by the teacher.	-15 minutes
Development		
Pre listening	- Students get together in groups of four and answer questions orally.	-20 minutes
While listening	-Students share their thoughts.	
	-Students listen to the beginning of the strokes' song "soma". Students listen to it a first time to infer the main idea.	-10 minutes
	-Students listen to the song a second time and complete a cloze.	-15 minutes
	-Students listen to it a third time and answer comprehensive questions.	-15 minutes
	-Students check answers with a classmate.	-15 minutes
	-Teacher checks the answer.	
Post listening	-Students watch a video that shows legal and illegal drugs and then in groups answer some questions.	-20 minutes
Closure	-Students discuss how they felt during the lesson -Teacher sets homework: read chapter 4	-10 minutes

LISTENING: SOMA OR PROZAC?



BEFORE YOU LISTEN

1. Work in groups of four. Discuss these questions. Be prepared to share your answers with the rest of your classmates.

- ❖ In the novel people have sex all the time. Besides doing that, what do people do to have fun?
- ❖ Are people encouraged to spend time alone? Why? What do we do when we are alone that society does not want us to do?
- ❖ Why does society want to private people from thinking?
- ❖ What happens if people feel bad or lonely, what do they take?
- ❖ What is soma?



WHILE YOU LISTEN

2. You are going to listen to the beginning of the song "Soma" written and played by The Strokes three times. Listen to the song for the first time and answer, what is the song about?

- ❖ Listen to the song a second time and fill in the gaps with only one word.

_____ is what they would take when
_____ times open their eyes
saw pain in a new way.
High stakes for a few names, racing against sun beams losing
against their_____.

In your eyes
See I am

And go
In your eyes
See I am

Stop

In your eyes.

- ❖ Listen to the song a third time and answer the following questions.

a. What do the first lines mean?

b. Why does the singer say "I am...stop? Why does he say "stop" without finishing the phrase "I am"?

c. Why is the song called soma?



IT'S TIME FOR A VIDEO!

- ❖ Nowadays we do not have soma, but we have other drugs. Watch the video and write down what you see.



TIME TO THINK!

- ❖ Get together in groups of four and discuss the following questions:
 - why do people take these drugs?
 - Who tells you you need to take drugs to be happy?
 - What sort of happiness does soma gives? Is it a true happiness?

Sample lesson 7

Unit 4: The Frontier: Meeting of two Worlds

Session 13: What's the Savage Reservation?

Objectives

- ✓ Describe a savage reservation
- ✓ Create a savage reservation drawing.
- ✓ Explain their own notion of savage reservations
- ✓ Give examples of savage reservations in our world.
- ✓ Identify frontiers in our world
- ✓ Select a frontier
- ✓ Produce a written paragraph on a frontier
- ✓ Discuss the concept of isolation

Lesson stage	Description	Time
Beginning	-Students complete quiz 7	15 minutes
	-Students do a vocabulary exercise selected by the teacher.	15 minutes
Development		
Pre task	-In pairs, students discuss what are the savage reservations -Students share with the rest of the class.	10 minutes
Task	-Students draw the savage reservation	20 minutes
	-Students explain in front of the class how they view the savage reservation.	5 minutes
Post task	-Students give examples of “savage reservations”	5 minutes
Pre task	-Students see different examples of frontier. In groups, students make comments on the pictures.	10 minutes
Task	-Individually, students choose one of the frontiers and write a paragraph on that.	10 minutes
	-Students exchange paragraphs and check grammar, spelling and content.	5 minutes
	-Students correct based on their classmate’s suggestions. -Students share their paragraphs with the rest of the class.	10 minutes
Post task	-In pairs students discuss the concept of isolation using a question as a prompt.	10 minutes
Closure	--Students discuss how they felt during the lesson -Teacher sets homework: read chapter 7	5 minutes

THE SAVAGE RESERVATION



BEFORE WE START

1. As you can remember, Bernard invites Lenina to the “savage reservations.” What are they? Discuss with the person sitting next to you. Then, share your definition with the rest of the class.



HANDS ON!

2. You have 20 minutes to draw on a piece of cardboard how you imagine the savage reservation. Use anything you want (crayons, paper, etc.), be creative and be ready to explain your work to the rest of the class.



ONCE YOU FINISH...

3. In the world portrayed in the novel, there are savage reservations. Do you think there are similar reservations in our world? Give examples.



IT'S TIME TO GUESS!

4. The savage reservations are mostly islands and the sea represents the frontier between the civilization (the *Brave New World*) and the savages. In our world we have tons of frontiers too. Look at the images below and see if you can identify which frontier they represent. Then, in groups of four make comments on each frontier.



5. On your own, choose one of the frontiers from the previous exercise and write a paragraph answering these questions:
- why is it a frontier
 - which "side" is the civilization and which "side" is destined to the savages? Please argue why.

Be prepared to read in front of the class.



TIME TO THINK!

6. With the person sitting next to you discuss the concept of isolation. Do you think it is ok to isolate people? Why? Why not?

Sample lesson 8

Unit 5: Internal Conflicts: Beauty, love and mortality
Session 17: Who defines beauty?

Objectives

- ✓ Articulate opinions
- ✓ Provide reasons to support their arguments
- ✓ Reflect on beauty
- ✓ Select different characters from a magazine
- ✓ Compare and contrast the pictures from a magazine to John and Linda
- ✓ Express their point of view upon the topic through the exercise of writing a composition.

Lesson stage	Description	Time
Beginning	-Students complete quiz 11 -Students do a vocabulary exercise selected by the teacher.	-15 minutes -15 minutes
Development		
Pre task	-Individually, each student answers what would he/she change of his/her body. Students give reasons to support their answers. -In pairs, students look at a picture of Linda and John from the movie and decide if they are pretty or not.	-10 minutes - 5 minutes
	- Students are given different magazines. They are asked to find and cut the women and men that appear in them. - Students paste the pictures in the worksheet.	-15 minutes
Task	-Individually, students look at the picture of John and Linda and complete a chart with differences and similarities. -Students compare charts with the rest of the class.	-15 minutes
Post task	-Students watch a video on beauty commercials. -As a class students make comments on the question posed by the teacher: Do you think there is a beauty cannon? If so, explain. - Individually, students write a paragraph on the role of beauty industry in the male and female's roles. -Students give this composition to the teacher.	15 minutes
		20 minutes
Closure	- Students discuss how they felt during the lesson - Teacher sets homework: Read chapters 13-15	10 minutes

Who defines beauty?



BEFORE WE START

1. On your own, write below what would you change of your body and why.

2. Do you remember Linda? Everybody looked down on her because she was not beautiful. Do you think Linda is ugly? What about John? Get in pairs, look at the pictures of these characters from a movie adaptation of the novel and decide if they are beautiful or not.

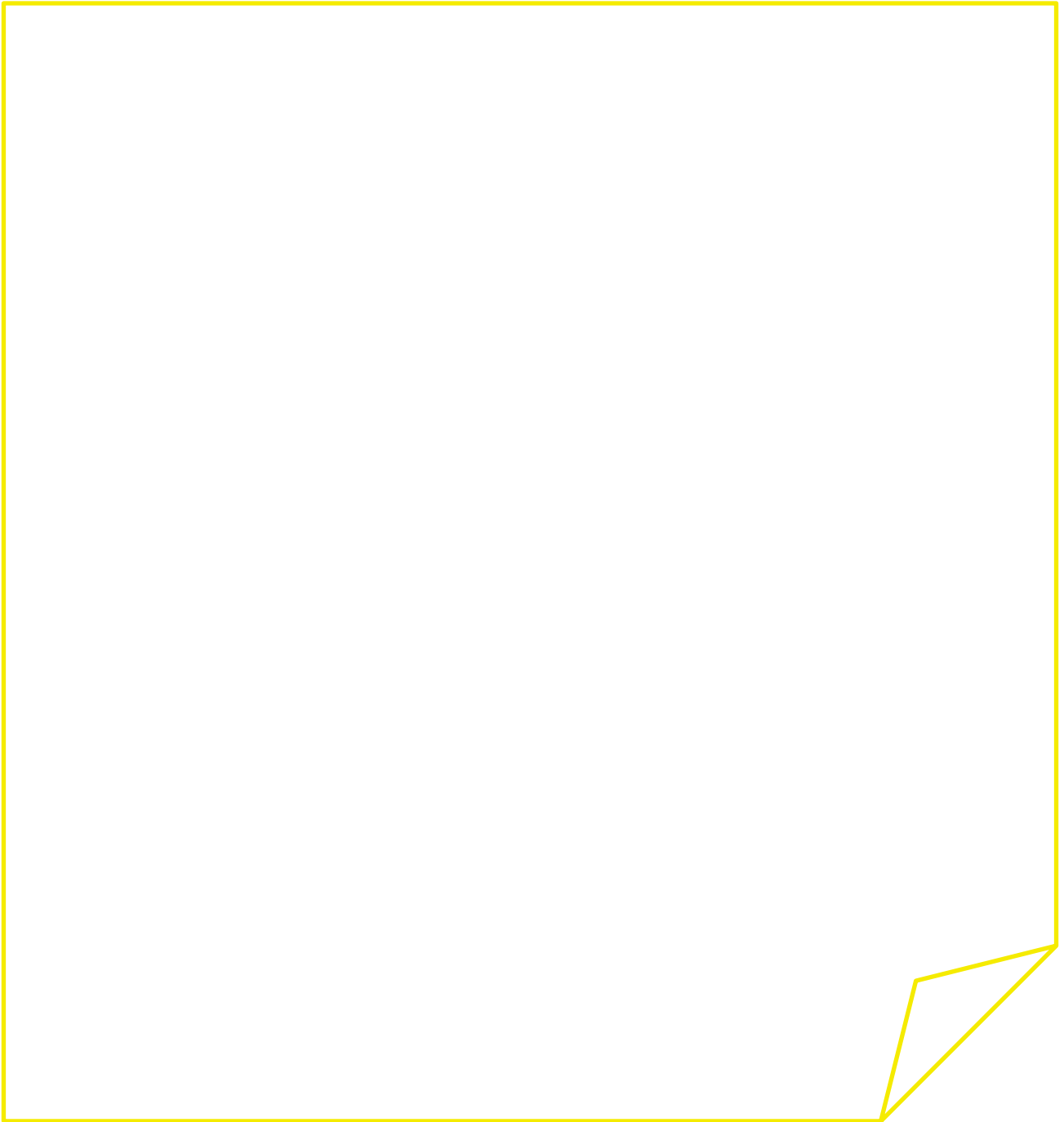
WHO IS BEAUTIFUL?





HANDS ON!

3. Your teacher will give you a magazine. Cut all the men and women that you find and paste them here.



4. Look at the images that you have just pasted and compare them to John and Linda. To do so, complete the chart below; you can add a new category if you think it is necessary.

Category	John	Linda
Hair		
Skin color		
Complexity		



IT'S TIME FOR A VIDEO!

5. You are going to watch a video on beauty commercials. Watch it carefully and take notes on details or things you consider important.



TIME TO THINK!

5. Below, write a paragraph about the role of beauty industry in the male and female's roles based on the previous discussion. You will give this composition to your teacher.

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Appendixes

Appendix 1: Needs Analysis questionnaire

Encuesta sobre el rol de la literatura en tu vida

Esta encuesta de 12 preguntas tiene como fin conocer sobre el rol de la literatura en tu vida. No hay respuestas buenas o malas, solo se honesto. Recuerda responder todas las preguntas.

1. ¿Cuál es tu nivel de inglés?

- a) Básico b) pre-intermedio c) intermedio d) avanzado

2. ¿Cuáles son tus fortalezas y debilidades al momento de aprender inglés? Ejemplo de fortaleza: Me gusta mucho el idioma por lo que hago mi mejor esfuerzo. Ejemplo de debilidad: No hablo muy bien y temo que mis compañeros se burlen de mí.

3. ¿Cómo prefieres expresarte en inglés? ¿Cómo te sientes más cómod@?

- A) Prefiero escribir B) Prefiero hablar

4. ¿Te gusta debatir y contrastar tu opinión?

- a) Sí me encanta b) La verdad no mucho c) Solo si me obligan d) No

5. ¿Te gusta escribir? ¿Por qué? ¿Qué tipos de textos te gusta escribir y qué tipos de texto no? Ejemplo: Me gusta escribir cartas a mis amigos, así siempre estamos comunicados.

6. ¿Con que frecuencia lees por gusto?

- a) regularmente b) a veces c) rara vez d) nunca

7. ¿Cuál es el libro que más te ha gustado? ¿Te acuerdas del título? Puede ser en cualquier idioma.

8. ¿Cómo te sientes al leer textos en inglés? Ejemplo: No me gusta mucho porque hay muchas palabras que no entiendo.

9. ¿Cuál de los siguientes géneros narrativos prefieres? Puedes marcar más de uno.

- | | | |
|--------------------|-----------|------------|
| a) Science fiction | b) Horror | c) Fantasy |
| d) Romance | e) Comedy | f) Tragedy |

10. ¿Te gusta leer sobre realidades diferentes a la tuya (vida en otros países, vida sobre personas mayores, entre otros) o prefieres historias relacionadas con tu realidad inmediata?

11. ¿Conoces alguna de estas obras o películas de ciencia ficción? Puedes marcar más de una opción.

- | | | |
|-----------------------------|-------------------------------------|---------------------------|
| a) El planeta de los simios | b) Yo, robot | c) El hombre bicentenario |
| d) Fahrenheit 451 | e) 1984 | f) Divergente |
| g) Dune | h) 20.000 leguas de viaje submarino | |

12. De las obras/películas que seleccionaste en la respuesta anterior, ¿te gustaron...?

- | | | | |
|----------|----------------|---------|-------|
| a) Mucho | b) Más o menos | c) Poco | d) No |
|----------|----------------|---------|-------|

Appendix 2: Commitment letter

Mediante la presente carta me comprometo con el taller dictado por la profesora Mackarena Díaz. Declaro que este taller es de carácter electivo por lo que yo elegí participar de él y acato las siguientes normas:

1. Asistir a todas las clases del taller. Estoy en conocimiento de que si faltó obtendré la nota mínima por concepto de participación. Asimismo, debo tener un certificado médico que excuse mi falta o una justificación de mi apoderado.
2. Contactar a la profesora para ponerme al día en caso de que haya faltado.
3. Asistir a más del 90% de las sesiones. En caso de que no cumpla con esta asistencia, sin importar que nota tenga en el taller no podré optar a que se me sume una nota extra en la asignatura de Inglés. Además de esto, recibiré una anotación negativa por irresponsabilidad.
4. Comprar la novela *Brave New World* en idioma original, de la editorial Vintage edición 2007 y llevarla a todas las sesiones. De no ser así, obtendré un 1.0 por participación.
5. No cometer plagio. En caso de hacerlo, estaré expulsado del taller, tendré un 1.0 como nota extra en mi asignatura de inglés y mi apoderado será citado a una reunión con la directora de la Scuola, quien determinará los pasos a seguir.
6. No agredir ni física ni psicológicamente ni a mis compañeros ni a mi profesora. De ser así, se procederá según el reglamento interno del colegio.
7. No llegar tarde. En caso de que llegue tarde más de 3 veces será contado como ausencia y acato las normas a seguir explicadas arriba sobre la asistencia.
8. Apagar el teléfono durante las sesiones. De ser sorprendido usándolo, este será retirado y mi apoderado tendrá que retirarlo personalmente.

Asimismo, me comprometo a participar activamente en clases y a tener una actitud positiva durante el desarrollo de las sesiones.

Nombre:

Firma:

Fecha:

Appendix 3: Participation Rubric

Adapted from:
<http://www.haven.k12.pa.us/highschool/faculty/derckm/Class%20Participation%20Rubric>

Category	4	3	2	1
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
Focus on Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Contributions	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed material to class and is ready to work.	Often brings materials but sometimes needs to borrow.	Seldom brings materials and/or is rarely ready to get to work.
Time-Management	Routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.	Usually uses time well, rarely misses deadlines.	Tends to procrastinate, does not use school time or schedule provided to get work completed.	Rarely gets work done by deadlines, always asks for extensions or does not submit work despite time in school.

Quality of Work	Provides work of the highest quality that reflects the student's best efforts.	Provides quality work that reflects an effort from the student.	Work occasionally needs to be redone or does not reflect any time or effort.	Provides illegible work that reflects very little effort or does not turn in any work.
Behavior	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or done nothing for a few classes. Show no disruptive behavior.	Student frequently sleeps and/or disrupts class.

Appendix 4: Questions for the Quizzes

All of these questions were taken from the second edition of *Brave New World: a Unit Plan*.

Questions for Quiz 1:

1. Who is the D.H.C.?
2. What is Bokanovsky's Process?
3. Explain why Bokanovsky's Process is one of the major instruments of social stability.
4. What is the point of conditioning?
5. Why are the babies being conditioned to hate books and flowers?
6. How is the conditioning reinforced?

Questions for Quiz 2:

1. What is the World State's motto?
2. Why is the Director leading the students through the Hatchery?
3. What is the year? When would this be, using our present dating system?
4. How are people classified?
5. How are the bottled embryos moved during their gestation periods?
6. Why are some females allowed a normal, sexual development? What percentage?

Questions for Quiz 3:

1. What is the age and social group of the infants being conditioned?
2. What is the first conditioning mechanism used? The second?
3. Why must the lower groups be conditioned to go to the country?
4. What words have become "dirty words"?
5. How is Reuben Rabinovitch able to repeat the G. B. Shaw lecture?
6. Why were early sleep-teaching experiments abandoned?

Questions for Quiz 4:

1. What are the only new games the Controllers now approve? Why?
2. Who is the stranger who appears and startles the Director?
3. Why is Bernard Marx upset with Henry Foster's talk?
4. What has been advised for Fanny Crowne to relieve her depression?
5. What other name is Our Ford known by? When is this name used?
6. What does Controller Mustapha Mond talk about that shocks the students?

Questions for Quiz 5:

1. Where is Lenina when she tries to discuss the New Mexico trip with Bernard?
2. Why is Bernard embarrassed by Lenina's conversation?
3. What is the difference in the way Bernard and Lenina look at the warm blue sky when they reach the roof?
4. When Benito sees that Bernard is in a bad temper, what does he offer?
5. What does Lenina say during the flight with Henry that demonstrates she is a true product of conditioning?
6. How does Bernard treat those of lower caste than him? Why?

Questions for Quiz 6:

1. In what type of housing are the lower castes? How are Alphas and Betas housed?
2. What is done with the dead in the New World?
3. How does Lenina demonstrate that her childhood conditioning has been effective?
4. What does Lenina ask Henry about as she is getting ready to sleep with him?
5. When must Bernard attend his Solidarity meetings?
6. How many people are in each Solidarity Group? How are they seated?

Questions for Quiz 7:

1. To what does Henry Foster compare Bernard?
2. What does Bernard want Lenina to do on their first afternoon together?
3. When Bernard and Lenina meet her friends in Amsterdam, how does he behave?
4. How does Bernard frighten Lenina during their return over the Channel?
5. What is the Director's attitude toward Bernard's trip to the Reservation?
6. What does the Director sometimes dream about regarding his experience at the Reservation?

Questions for Quiz 8:

1. List three conditions Lenina dislikes at the Reservation. How are these conditions contrary to what she has been taught and conditioned?
2. What is the purpose of the whipping ceremony that Bernard and Lenina witness?
3. John ('The Savage') reveals he was born on the Reservation. Who is his father and where is he now?
4. Linda describes ways in which she cannot reconcile her way of life in the Other Place with that of the Reservation. List ways that seem to trouble her the most.

Questions for Quiz 9:

1. Why does Linda suffer dislike and rejection on the Reservation?
2. Why do the women especially dislike Linda?
3. What is mescal?
4. How does mescal help Linda?
5. From what sources has John obtained his education?
6. When John was sixteen, he went with the Indian boys to a puberty ceremony. Describe what happened and how it affected John.

Questions for Quiz 10:

1. Explain why Bernard wishes to take John and Linda to London.
2. Name three faults that D.H.C. finds with Bernard's behavior. How does Bernard react to the D.H.C.'s accusations?
3. What "obscenity" does Linda fling at the D.H.C. (Tomakin)?
4. How do the workers react to John's calling the D.H.C. "My father?" Why?
5. Does Lenina have any compassion for Linda?
6. How does Bernard avoid being sent to Iceland?

Questions for Quiz 11:

1. Why is everyone interested in John but not Linda?
2. How does Linda spend her time?
3. Why does John throw up?
4. What other "civilized" customs disgust John?
5. Why does John refuse to come to the party?
6. How does John's refusal affect Bernard?

Questions for Quiz 12:

1. Why does John refuse to have sex with Lenina?
2. Why are children given treats when they visit the Hospital for the Dying?
3. What happens with Linda?
4. Why is John's reaction to his mother's death inappropriate?
5. Why does John attempt to stop the soma distribution?
6. Why are John, Bernard and Helmholtz taken to see Mustapha Mond?

Questions for Quiz 13:

1. What happens to Bernard and Helmholtz?
2. Why does the Controller say they should be happy to be banished?
3. Why are Shakespeare and scientific research banned?
4. What does John mean when he says, "I claim them all"?
5. Why does John drink mustard water?
6. Why does John torture himself?

Appendix 5 Answers for the quizzes

Quiz 1:

1. The D.H.C. is the Director of Hatcheries and Conditioning.
2. It is a process by which one human embryo will divide into from eight to ninety-six buds to form multiple "twin" embryos.
3. It is the principle of mass production applied to the science of biology. Identical workers at identical machines will perform identical tasks.
4. It is to make "people like their unescapable social destiny."
5. The Deltas do not need books to perform their social function; they might attempt to think for themselves if allowed to see unfamiliar ideas. The conditioning against nature is for economic reasons. Enjoying nature is free and doesn't keep any factories busy.
6. The children listen to recordings during their sleep.
7. Ford

Quiz 2:

1. The motto is "Community, Identity, Stability."
2. The Director always personally takes new students through the Hatchery because he is very proud of his position.
3. The year is A.F. 632; by using the date that Henry Ford opened the Highland Park, Michigan factory, the date is 2546 A.D.
4. People are classified using the first five letters of the Greek alphabet: Alpha, Beta, Gamma, Delta, and Epsilon. Alpha is the highest class.
6. The bottled humans are moved eight meters a day for 267 days on an assembly line.
7. The Hatchery needs a supply of female ova (eggs) for the fertilization process. Thirty percent of the female embryos are thus allowed to mature.

Quiz 3:

1. The infants are eight-month-old, identical Delta Bokanovsky Group babies.
2. When the babies first touch the roses and books, alarm bells, sirens, and horrible noises scare them. Then the floor under them is electrified.
3. The lower groups are the larger percentage of the population and must be conditioned to go to the country to consume transportation and sports equipment.
4. Words like mother, father, born, parents, and any intimate family relationship words have become the "dirty words" in this New World.
5. A radio was accidentally left on in Reuben's room while he slept. The next morning he was able to repeat Shaw's speech word for word.
6. Sleep-teaching was abandoned because children could memorize facts that way but could not relate them as knowledge. They could only repeat by rote memory.

Quiz 4:

1. Any new games must use more equipment than any other games that exist. People must consume manufactured goods.
2. The stranger is Mustapha Mond, the Resident Controller for Western Europe. He is one of ten Controllers for the entire world.
3. Henry's locker room talk about women, the feelies, and sexual activity—and his specific references to Lenina—upset Bernard.
4. Fanny has been advised to have a Pregnancy Substitute for three months. It should keep her healthy for three or four years.
5. Our Ford was also known as Our Freud when psychological matters were being discussed.
6. Mond makes numerous references to words like mother, father, nursing babies, families, and all words that have become smutty.

Quiz 5:

1. Lenina is in the lift (elevator) when she sees Bernard and openly talks about spending a week with him in New Mexico.
2. Bernard is always embarrassed by what he considers intimate conversations taking place in front of others.
3. Bernard remarks about the beauty of the sky. Lenina only sees it as a backdrop to play Obstacle Golf.
4. Benito offers Bernard *soma*. No one should be unhappy when the drug will bring instant contentment.
5. Lenina sees the colors of the lower castes. She repeats the conditioning phrases: "What a hideous color khaki is" and "I'm glad I'm not a Gamma."
6. Because Bernard is not as tall as an Alpha-Plus should be, he feels insecure around the lower castes. He is always sharp and officious with those below him. He shouts at the lower-caste workers.

Quiz 6

1. The lower castes are housed in barracks, while the Alphas and Betas are on the other side of a wall in separate houses.
2. The dead are taken to the Crematorium where the bodies are burned and any valuable chemicals are recovered.
3. As Lenina flies over the lower-caste barracks, she repeats the conditioned phrases about other caste colors being ugly and how glad she is to be a Beta.
4. Lenina tells Henry how much Fanny admired her Malthusian belt and wonders where Henry bought it.
5. Bernard and everyone else must attend Solidarity Group meetings every other week. His day is Thursday.
6. There are 12 people in each Solidarity Group and they must sit man, woman, man, woman, around a circular table.

Quiz 7:

1. Foster calls Bernard a rhinoceros who has not been affected by conditioning.
2. Bernard wants to take Lenina to the Lake District to walk and talk alone.
3. Bernard sits at the ice cream bar and sulks, refusing to take *soma* or enjoy himself in any way.
4. Bernard frightens Lenina by dropping very close to the dark waves of the Channel and turning off the engine to hover quietly above them.
5. The Director does not want to give his permission for Bernard's trip, but he cannot go against Mustapha Mond's signature.
6. The Director sometimes dreams about not being able to find the girl he took to the Reservation, and the search in the thunderstorm.

Quiz 8:

1. She dislikes dirtiness, no soma, and old, ugly people. She has been conditioned to sanitary conditions, a constant supply of soma, and beautiful people who never age.
2. It is a fertility rite...to make the corn grow.
3. The reader can conclude that John's father (Tomakin) and the D.H.C. are the same person.
4. She cannot accept the filth, the ragged clothing, disease, gods, being a mother, and old age.

Quiz 9:

1. Linda is disliked because she is different and hates the Reservation.
2. The women dislike her because she does not understand monogamy.
3. It is a hallucinogenic drug made from the spines of certain cacti.
4. She uses it to escape her unwanted way of life.
5. It is from a book of Shakespeare's works and from the old men of the pueblo.
6. John was excluded from the ceremony because he is the "son of the she-dog." In his loneliness, he contemplates suicide.

Quiz 10:

1. It is to embarrass the D.H.C. and thus avoid his own exile.
2. They are unorthodox behavior, heretical views on sport and soma, refusal to obey the teachings of Ford and infant behavior after office hours. Bernard tries to appear jaunty and self-confident although nervous.
3. "You made me have a baby."
4. The workers laugh hysterically and upset test tubes. The word "father" is a smutty word.
5. No
6. When Bernard returns to London with John and Linda, John reveals that the D.H.C. is his father. The D.H.C. is completely humiliated and leaves the Centre.

Quiz 11

1. John is young and handsome and was born rather than decanted; these things made him interesting to the people. Linda, on the other hand, is physically repulsive and a mother; she is a living obscenity.
2. She stays on soma all of the time.
3. He is disgusted by the society which created the lower caste workers.
4. The casual sex, pornographic entertainment, and constant soma holidays also disgust John.
5. He is tired of being put on display and having his beliefs ridiculed.
6. Bernard loses the respect of the people and is again in trouble for being odd.

Quiz 12

1. John loves Lenina and he feels that his values prohibit from owning her body.
2. They are conditioned to associate pleasant things with death.
3. She dies.
4. He is showing concern for an individual, his mother, in a society where the individual is insignificant. His concern about her death and his love for her are considered bad behavior.
5. He sees it as a drug that enslaves the people and is harmful to them.
6. Because they provoked a mess in the hospital.

Quiz 13:

1. They are both banished to islands to live with other people of a high caste who could not fit into society.
2. They will be able to live among other free individuals and thinking people.
3. Art, literature, and scientific inquiry would upset the stability of society.
4. He means that he wants his life to be filled with the full range of human passions, desires and emotions. He wants love and happiness but also the loss and uncertainty that can accompany them. He wants to face hardship and overcome it rather than having a limited, comfortable life.
5. He wants to vomit and purify himself.
6. He is tortured within with grief for his mother and anger at the society that comes to gawk at him. He wants the pain to drive his desire for Lenina out of him. The torture is a kind of a purification rite.

Appendix 6: Quizzes rubric.

This rubric was taken from the webpage: www.peerinstruction.files.wordpress.com

Score for each question	Criteria (Students are asked to respond with an answer and a rationale for that answer)
0	Question is left blank or incomplete
1	Response includes an answer, but does not include any or includes only very minimal reasoning or rationale (regardless of correctness)
2	Response includes an answer AND reasoning or rationale (regardless of correctness)

Appendix 8: Examples of Vocabulary activities

These activities were taken from the second edition of Brave New World

Example 1:

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided.

1. ... spoke first, of course, of its surgical introduction . . . passed on to a consideration of optimum temperature . . .

2. But a bokanovskified egg will bud, will proliferate, will divide.

3. By which time the original egg was in a fair way to becoming anything from eight to ninety-six embryos--a prodigious improvement

4. Later on their minds would be made to endorse the judgement of their bodies.

5. "Very well then." The Director smiled indulgently. "Just one glance."

6. "Silence, silence," the trumpet mouths indefatigably repeated at intervals down every corridor.

Example 2:

Match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

___ 1. optimum	A. as if doing one a favor
___ 2. proliferate	B. practice of being married to only one person at a time
___ 3. prodigious	C. impossible to overcome
___ 4. endorse	D. most favorable point
___ 5. indulgently	E. gave approval of or support to
___ 6. indefatigably	F. tirelessly
___ 7. monogamy	G. multiply rapidly
___ 8. axiomatic	H. impressively great
___ 9. insurmountable	I. self evident; not needing proof

Example 3:

Listen to the vocabulary words and write them down.
Go back later and fill in the correct definition for each word.

- 1.
- 2.
- 3.
- 4.
- 5.

Example 4:

Listen to the vocabulary words and write them down. Go back later and write a short composition using all of the words. The composition must relate in some way to *Brave New World*.

Example 5:

VOCABULARY WORKSHEET 2 - *Brave New World*

- ___ 1. Indulging in excessive sexual activity
a. Decondition b. Insurmountable c. Lecherous d. Gesticulating
- ___ 2. Returned; mutually shared
a. Reciprocated b. Impunity c. Pneumatic d. Endorse
- ___ 3. Having never happened before
a. Luminous b. Unprecedented c. Indefatigably d. Bestial
- ___ 4. Made to look like glass
a. Parenthetically b. Vitrified c. Gesticulating d. Patronizingly
- ___ 5. Compensation; something to make amends
a. Reparation b. Annihilating c. Plaintive d. Ignominy
- ___ 6. Disgraceful; disdainful; scornful
a. Endorse b. Contemptuous c. Luminous d. Chronic
- ___ 7. Exemption from punishment
a. Impunity b. Reparation c. Insurmountable d. Plaintive
- ___ 8. Undecided
a. Irresolute b. Cajolery c. Vitrified d. Indefatigably
- ___ 9. Impressively great
a. Reparation b. Prodigious c. Unprecedented d. Imperceptibly
- ___ 10. Enlightened; emitting light
a. Impunity b. Annihilating c. Luminous d. Lecherous
- ___ 11. Anxiously
a. Apprehensively b. Intrinsicly c. Reparation d. Ignominy
- ___ 12. Noble; majestic; impressive
a. Sublime b. Precipice c. Ruminating d. Irresolute
- ___ 13. Flabby; listless
a. Patronizingly b. Reparation c. Flaccid d. Precipice
- ___ 14. Lacking reason and intellect
a. Prodigious b. Bestial c. Indulgently d. Unabashed
- ___ 15. Relentlessly; without stopping
a. Unabashed b. Vitrified c. Indefatigably d. Inexorably
- ___ 16. Rules or ideas that are taken for granted
a. Postulates b. Moribund c. Prodigious d. Apprehensively
- ___ 17. Bodily waste; excrement
a. Flagrantly b. Ordure c. Flaccid d. Optimum
- ___ 18. Become unconditioned; revert back to old ways
a. Plaintive b. Decondition c. Inconceivable d. Imperceptibly
- ___ 19. Tirelessly
a. Indefatigably b. Patronizingly c. Ignominy d. Carapace
- ___ 20. Practice of being married to one person at a time
a. Endorse b. Ruminating c. Gesticulating d. Monogamy

Appendix 9: Rubric for the argumentative essay.

Adapted from: <http://www.yale.edu/macmillan/pier/classroom-resources/Argumentative%20essay%20rubric.pdf>

	4	3	2	1
INTRODUCTION	Well-developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, devices to create interest, and a well-formed, properly placed thesis statement.	Introductory paragraph contains some background information, a technique for creating interest, and states the problem, but does not explain using details. States the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem nor does the writer attempt to create interest. The problem is stated, but lacks detail.	Thesis and/or problem is vague or unclear. Writer does not attempt to create interest. Background details are a seemingly random collection of information, unclear, or not related to the topic.
MAIN POINTS	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view and argues it logically. It is obvious that a plan was developed to create sound, logical development.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but does not present sound counterpoint. Overall, the paper is logically developed.	Three or more main points, but all lack development. Refutation paragraph missing and/or vague. There are one or two examples that are not sound, logical argument. Paper itself is repetitious, contradictory, or shows lack of organizational planning.	Fewer than three main points, with poor development of ideas. Refutation missing or vague. Obvious lack of sound, logical argument throughout. There are many examples of poor organizational planning.
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences; writer's commentary and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or commentary are included.	Conclusion does not adequately summarize the main points. No commentary or suggestions for change are included.