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DEL LENGUAJE**



**The Hobbit: An Unexpected Learning Journey**

**An Elective Workshop For 9th Graders**

**TRABAJO DE TITULACIÓN**

**Para optar al Título de Profesor de Inglés y AL GRADO DE  
LICENCIADO EN EDUCACIÓN**

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Viña del Mar, Primer semestre 2015

## **Acknowledgements**

To my lovely wife, for her unconditional love.

To my parents, for always believing in me.

To my family, for always being there for me.

To my dear friends, for all the good memories.

Thank you forever.

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## **Abstract**

This workshop is a pedagogical proposal framed by the area of literature to promote English through the reading of a fantasy novel. The workshop is an elective course for 9th graders, based on the reading of *The Hobbit* by J. R. R. Tolkien. The course is divided into four units of three sessions each. The main objective of the project is to teach the English language through literature, through a cultural approach to the book *The Hobbit*. The secondary objectives of this workshop are: To guide students in understanding the process of learning as a constant adventure which will ultimately enrich their lives, to develop critical thinking through the use of dialogues, discussions, debates, reading, and argumentative writing using the book *The Hobbit*, to promote the expression of different points of view in the class, and to develop strategies for creative writing.

## **Introduction**

The information age has made available almost infinite resources for society. Every day, people are exposed to large amounts of input, and regardless of this, Chileans are not reading enough. A study carried out by Fundación la Fuente and Adimark GFK shows that 45% of Chileans have never read a book and that only 1.4% of Chileans use e-books.

Our educational system does not help students to read either. As stated by the MINEDUC, students are expected to read and only work with short types of texts such as descriptions, magazine articles, emails, short and simple stories, songs, etc. (Ministerio de Educación, 2013). This is a clear example of the limited opportunities young students are given to read in schools. Our reading culture is very restricted if not non-existent, and, according to this project, is one of the main reason why the Chilean educational system has experienced difficulties.

The limited variety in terms of genres of literature and the absence of novels in the national curriculum is a disadvantage for students who are not being challenged in their learning process. The absence of literature as an effective tool for teaching English as a second language is a gap in the Chilean educational system which this project will attempt to fulfill.

This project proposes the use of the fantasy genre for the design of an elective workshop for 9<sup>th</sup> graders. Fantasy novels can help students in the process of learning English because students may relate to the challenges a hero figure who leaves his or her comfort zone confronts in the pursuit of personal growth and enrichment. Furthermore, the

fantasy novel provides them with a full perspective of English speaking culture because it represents the way English speakers understand the world.

A needs analysis was carried out in a 9th grade class in order to identify their needs and motivations. The study showed that more than 70% of freshmen students were interested in fantasy novels, although most of them had not read fantasy novels recently. The study of the needs analysis suggested that there was a necessity of literature introduction in the classroom and, more specifically, the use of the fantasy novel as a learning vehicle.

The Hobbit by J. R. R. Tolkien (1937) is the novel chosen for this project in the workshop for freshmen students (9th grade) at Colegio Agustín Edwards in Valparaíso. The Hobbit is considered one of the most influential fantasy novels of all times and as a classic in the English speaking canon, it is perfect for teaching English language and culture to students.

The methodology of this workshop is the Communicative Approach, which postulates that communication in the target language is more important than proficiency. The Communicative Approach is also important because it helps students lower their affective filters and therefore facilitates the learning process by making students more confident and less afraid of making mistakes.

Both Task-based and Content-based syllabi approaches will be used in this workshop. The reason behind this is that although this project aims to encourage students to develop critical thinking and to learn through exposure to language content, students are, at the same time, expected to be learning through real life tasks.

## **Theoretical Framework**

### **Defining Literature**

Defining literature has always been a very challenging exercise. Literature has been labeled in different ways such as pieces of writing involving facts, or as ideas related to the real world, which include essays, history, business, biographies, memoirs, etc. Literature has also been linked to just certain genres related to fiction, such as novels, poems, and short stories. Others have tried to define literature as any piece of writing that involves more artistic or more sophisticated works.

However, these labels have never been out of discussion, and the definition of art or what is artistic has become broader. Different types of literary expressions have emerged year after year.

The era of communications has also influenced the exercise of writing; nowadays we have found new and faster means of communication, which have led to shorter and faster styles of writing. The way we spell words has changed, and so has the amount of words that we use to express ideas or feelings. There are certainly more people writing and expressing their opinions every day. Platforms such as blogs and Twitter have transformed the way we write. We could even ask the following question: Is the amount of words relevant at the moment of considering something literature? It is a question that might be important nowadays, given that there might be people attempting to write literature on Twitter, which only allows 140 characters per post.

Terry Eagleton (1983) (a British literary theorist and critic), in his book *Literary Theory: An Introduction*, establishes that the value judgments that we apply to literature

“have a close relationship to social ideologies” (p. 14). In other words, he is saying that literature is not a concept that fluctuates outside society, and that it is indeed created and used with the purpose of communicating certain ideas in a given culture.

Literature in the work of Eagleton (1983) has a strict relationship with ideologies and social control; in other words, the influence that the dominant groups exercise over the groups that are being dominated.

Furthermore, for Jonathan Culler (1997), literature is the product of conventions that, although not absolute and still represent challenges, can guide us to understand the nature of the concept. Culler (1997), remarks that the context is important when identifying literary works.

As it can be seen, literature can be understood in many different ways and has never been a static concept. In spite of that, there are certain characteristics that we can take into account in order to create our own understanding of what literature is and represents.

For this project, literature will not be an absolute concept, but a more of an open idea. Literature will be approached as a communicative tool rather than a specific set of rules related to writing. The intention of this project is to present literature as a form of communication that can be produced in many different ways, and it always depends on the culture and the context.

### **Young Adult Literature**

The target audience of this project will be young adults, specifically teenagers. Therefore, the literary genre used in this project will be Young Adult Literature.



Alleen Nilsen & Kenneth Donelson (2008) establish that Young Adult Literature is "anything that readers between the approximate age of twelve and eighteen choose to read either for leisure reading or to fill school assignments" (p. 3).

Nilsen & Donelson (2008) specify that although some institutions and authors may include the ages of twelve to seventeen in a category of adolescent literature instead of Young Adult Literature, the former term could imply a derogative meaning since it can suggest immaturity.

Even though some might consider *The Hobbit* as children's literature, this project will understand the novel as Young Adult Literature, given the fact that the book has become an essential reading for people of different ages. In addition, the book provides students with an important amount of English speaking culture and presents a brief adaptation of the English speaking mythology.

### **The Fantasy Novel as a Literary Genre**

*The Hobbit* is a fantasy novel. The fantasy novel in literature usually targets children and young audiences. *The Hobbit* is classified as fantasy because is mainly based in mythology, which does not belong to the real world.

Manlove (1975) says on his book *Modern Fantasy: Five Studies*, that fantasy is "a fiction evoking wonder and containing a substantial and irreducible element of supernatural or impossible worlds, beings or objects with which the mortal characters in the story or the readers become on at least partly familiar terms" (p. 1).

The fantasy novel has strong connections with mythology and folklore, and it has been used to explain the events in the world by many cultures through the years.

The beginnings of the fantasy genre can be traced to the first written works in history, or even further back to the past in spoken language. Fantasy was broadly used by early cultures to try to explain events that occurred and that had no logical explanation, such as the creation of the world or natural disasters. An important literary example for the Anglo-Saxon culture is Beowulf, one of the most influential tales in the fantasy genre.

In English literature, the fantasy novel can be found in works of Shakespeare. The most notable example would be A Midsummer Night's Dream, which has a strong influence from Greek mythology. A Midsummer Night's Dream represents a modern type of literature.

J. R. R. Tolkien is considered one of the most influential fantasy writers within the English Literary canon, and he represents one of the most detailed descriptions of fantasy worlds, including the creation of races and languages. Tolkien reached new levels of popularity that allowed the genre to become more popular. Another example of fantasy in the half of the 20th century is the Chronicles of Narnia (1950-1956) by C.S. Lewis.

The contemporary fantasy genre includes a broad collection of works, the most popular and widely known being the Harry Potter Series (1997-2007) by J. K. Rowling and A Song of Ice and Fire (1996-present) by George R. R. Martin.

## **Contents and themes**

### **Brief Comments on the Author**

James Ronald Reuel Tolkien was born in 1892 in South Africa. The origin of his family can be traced to Germany long ago, although his mother and father were both British citizens. In search of better prospects of promotion, his parents moved to South Africa where they lived for a couple of years.

When he was four years old, his father died and the family moved back to England, specifically Birmingham. There, he was able to experience the mixture of industrialization and the stereotypical English countryside. During this time, he started to read different types of novels.

His mother was received into the Catholic Church soon before she died. This was a very important stage in Tolkien's life because his mother had assigned the guardianship of her sons to Father Francis Xavier Morgan, who took care of Tolkien and taught him Latin and Greek, which during that time were fundamental for an education in the arts. He was remarkably proficient in languages, such as Latin and Finnish, and also started to create his own.

In 1915 he enlisted to serve in World War One and he was eventually sent to fight on the Western Front. There, he came down with an illness and was sent to the hospital back in England where he started to put together his first ideas and stories. The war and his experiences during this period of time are believed to have influenced him in his work.

After the war in 1918, he started working as a teacher at the University of Leeds where he started working on several projects related to Nord Mythology. Later that year, he was appointed to Oxford University. At Oxford, he continued working on languages and mythology and published and lectured many works on the subject. He also started to tell stories to his children and that led him to write *The Hobbit*.

### **Brief Synopsis of the Novel**

The novel starts with Bilbo Baggins, a hobbit that lived in a hole in the ground. In fact, the hole was a really comfortable house. Hobbits are small creatures that live in hole-shaped houses on the hills. This particular hobbit receives the visit of Gandalf the Grey, a wizard that was well-known for his adventures and his wonderful magic. Gandalf tells Bilbo that he is looking for someone to share an adventure, and although the hobbit refuses at first, the old wizard manages to sneak into Bilbo's house with a group of thirteen dwarves and to persuade Bilbo to join them in the adventure.

The adventure is a quest that consists of reclaiming a lost treasure from the almighty dragon Smaug, who years ago had taken over control of the Lonely Mountain, the homeland of the dwarves. Bilbo was not just invited for fun, but because he was expected to sneakily steal the treasure from Smaug once they had reached the mountain.

The story develops as the company faces many challenges such stepping into a trolls' camp, where they are forced to fight them and finally defeat them with the help of Gandalf. There, they find magic swords that Gandalf, the leader of the dwarves Thorin, and Bilbo reclaim for them.

After spending some time at the elfish stronghold in Rivendell, they are taken prisoners by a group of goblins. When they manage to escape, Bilbo, who is left behind, wanders through the mountain where he finds a golden ring. He also meets Gollum, a creature that lives in the mountains. Gollum attempts to eat Bilbo, but the hobbit manages to escape.

After a long journey and fighting orcs, which almost killed them, the group sneaks into the Lonely Mountain with the help of the local town. There, Bilbo faces the dragon that catches him when he was trying to steal the treasure. After having a conversation with Smaug who reveals that he has only one weak spot, Bilbo finally steals the treasure. Smaug burns the nearby town to the ground, but it is killed by Bardo, a valiant archer.

Humans and elves march to the Lonely Mountain where they expect to receive a part of the treasure, but Thorin refuses to do so, and when they are about to fight, an army of orcs attacks, forcing humans, elves, and dwarves to fight together against the orcs, who are defeated with the help of another army of dwarves and giant eagles.

At the end of the story, Bilbo returns home, but he is no longer the same; he is now into adventures and likes talking to wizards and adventurers. In contrast with the Bilbo Baggins of the beginning of the story who would not even think about leaving his comfortable house.

### **Themes Embedded in the Novel**

The themes embedded in the novel are more importantly heroism, the adventure process, the character, and the interaction among different races. This project aims to show the students the importance of the character at the moment of starting a process or a

journey. The project will try to teach students that courage and dedication is needed to achieve goals, and also, the importance of respect for the diversity in the English speaking culture. Through the study of these themes and ideas, the students will make use of related vocabulary, which will help them improve their English language skills.

### **Reasons to Teach *The Hobbit***

*The Hobbit* was chosen for this project because it represents a fundamental part of the English Literature. The book presents themes, such as heroism and respect, which are of fundamental importance for this project, and that are expected to help the students in their process of learning English. *The Hobbit* also presents an important part of the Anglo-Saxon mythology and culture, which is of great help because it provides with cultural aspects more than just language itself.

The book has also been recently adapted to a popular series of movies by the director Peter Jackson, and this is expected to be helpful at the moment of teaching. This also proves that, although the book was written almost 80 years ago, it still represents a motivating experience for younger generations.

## **Methodology**

### **The Communicative Approach**

The full set of activities in this project is framed under the Communicative Approach or Communicative Language Teaching. This approach states that it is fundamental that learners develop communicative competence, and that communication should be at the center of the language learning process.

Jack Richards (2006), establishes that the Communicative Approach "can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p. 2). Richards (2006) also proposes that the goal of the Communicative Approach is to set communicative competence, and that the concept of competence includes the following aspects:

Knowing how to use language for a range of different purposes and functions

Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (p. 3)

In this approach, the focus should be centered at the learner and the teacher should be a facilitator in the process of learning the language.

For this project, the activities and the main focus will be understood as student-centered. The aim of this project is that students develop communicative competence through the use of real language and real-life activities that will motivate them to maintain communication with their peers.

### **Task-based and Content-based Teaching Syllabi**

A task-based syllabus should consist of the following characteristics, according to David Nunan (2004):

A needs-based approach to content selection

An emphasis on learning to communicate through interaction in the target language

The introduction of authentic texts into the learning situation

The provision of opportunities for learners to focus not only on language but also on the learning process itself

An enhancement of the learner's own personal experiences as important contributing elements to classroom learning

The linking of classroom language learning with language outside the classroom (p.

6)



For Nunan (2004), the task-based syllabus should contain meaningful tasks that provide with real-life experiences and authentic material. In task-based instruction, the classroom should be a link to the outside of the classroom.

A content-based syllabus consists, in words of Dueñas (2004), the following:

Content-based approaches suggest that optimal conditions for learning a second/foreign language occur when both the target language and some meaningful content are integrated in the classroom, the language therefore being both an immediate object of study in itself, and a medium for learning a particular subject matter (p. 74).

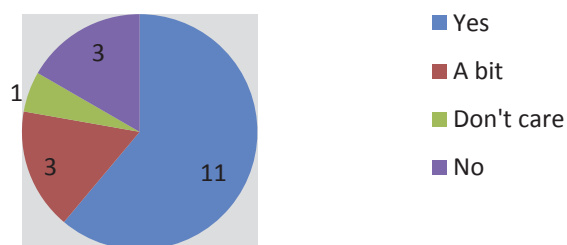
## Course Syllabus

### Needs Analysis

This workshop was based on a needs analysis survey carried out especially with the purpose of providing with information about the target audience, and in this way to design the workshop with the needs of the students in mind.

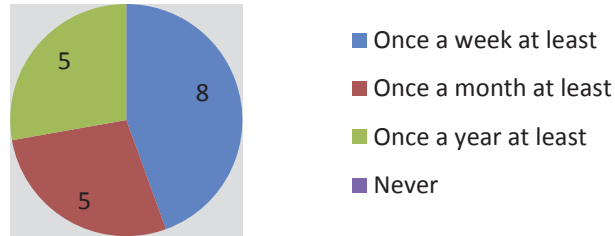
The needs analysis was conducted as a survey applied to 9th grade students at Colegio Agustín Edwards, which is located at Carrera 636, Valparaíso. The school is a semi-private institution and offers a full-day school program. English is taught from pre-school to 12th grade, with two hours a week in elementary and four hours a week in secondary. The survey consists of 12 questions, and the results are shown below, with comments on the more relevant data.

### 2. Do you like reading?



The students were asked whether they liked reading or not and 11 out of 18 said that they liked to read, 3 said that they liked to read a bit, and just 3 said they did not like to read. This means that most of the students are interested in reading, and this is fundamental because it suggests that the prospective students might have a more positive disposition to learning English.

### 3. How often do you read? (Poems, short stories, novels)



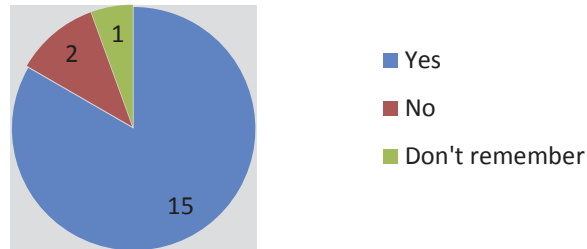
However, the results of this question were interesting because of the following data: Just 8 students said that they read at least once a week, and 5 said that they read at least once a month, the same number for those who read at least once a year. The most interesting fact was that no student said that they did not read at all, although 3 students said that they did not like to read in question 2. This could suggest that they have difficulties finding the motivation to read.

### 6. What is your favorite topic when you read?



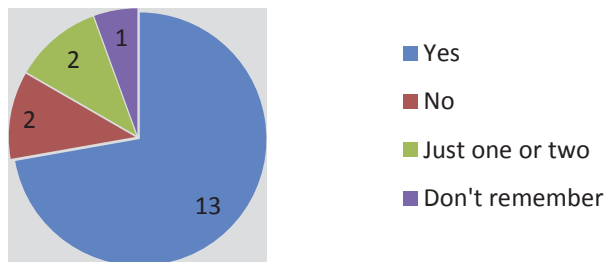
Almost half of the students said that they liked to read about adventures when they read. This means that there is a considerable number of students that might be interested in the fantasy novel.

## 8. Have you ever heard about the book *The Hobbit*?



A vast majority of students claimed that they had heard about the book *The Hobbit*. This data can be interpreted as very positive for the purpose of this project because it might be easier for the students to feel motivated to read about something that they are familiar to.

## 9. Have you ever watched *The Hobbit* movie trilogy?



Again, most of the students said that they had watched at least one of the movies from *The Hobbit* movie trilogy. This could also be the reason why most of the students said that they had heard about *The Hobbit*. Another important factor is the fact that knowing that most of the students have watched the movies could be helpful at the moment of choosing the activities and materials.

## **Course Description**

Type of course: Elective course

Subject: English

Audience: 9th grade students

Level of English: B2 (CEF)

Duration: 12 sessions

Class hours: Each session will be 90 minutes

School: Colegio Agustín Edwards, Valparaíso.

Instructor: Eduardo Mora

Email: e.andreemora@gmail.com

## **Rationale**

The Hobbit: An Unexpected Learning Journey is an elective course that aims to improve the level of English in a 9th grade, using The Hobbit. The course is divided into four unit, each of which contain three sessions. The students are expected to work with the four English skills, which are speaking, listening, writing, and reading. The course is a mixture of both task-based and content- based syllabus. Therefore, the students are expected to develop critical thinking through discussions and dialogues, but also to work with tasks in order to learn the language and communicate. The students will understand the importance of the learning process in their life and it will be compared and understood as a continuous adventure.

The course has been designed to be a progressive process of learning, and in order to accomplish this, the units will be divided into four sessions from the less challenging ones to the most challenging one, which will be the last one. By the end of the semester, the students will be familiar with the fantasy novel and the process of creating stories, fantastic world and characters. They will also be expected to apply this knowledge in order to create their own beginning of a story.

The students will be expected to interact with each other by means of dialogues and debates. Also, they will be sharing ideas with discussion activities and group work. The students will also be expected to develop critical thinking by means of argumentative writing, debates, and class discussions.

## **General Objective**

To teach the English language through literature, through a cultural approach to the book *The Hobbit*.

## **Specific Objectives**

- To guide students in understanding the process of learning as a constant adventure which will ultimately enrich their lives.
- To develop critical thinking through the use of dialogues, discussions, debates, reading, and argumentative writing using the book *The Hobbit*.
- To promote the expression of different points of view in the class.
- To develop strategies for creative writing.

## **Course Policy**

### **Requirements:**

- Be 9th grade students.
- Have a copy of *The Hobbit*.
- To have a level equivalent to B2 in the Common European Framework

### **Rules:**

Although the course is an elective workshop attendance is compulsory. Participation will play an important role in the class, having a considerable percentage in the final grade.

The main idea of this is to lower the students' anxiety levels by reducing the amount of traditional evaluations, which are often associated with regular compulsory courses.

### **Evaluation Criteria**

Since this is an elective course, the evaluation process will try to prevent students to have the pressure of having to take long and traditional written tests. The course will be based, then, in participation, quizzes, and a final project.

#### **-Participation:**

The students who participate in the class will be rewarded as this encourages communication in the target language. They will be assigned a grade according to the participation rubric. Participation will correspond to 25% of the final grade.

#### **-Quizzes:**

The course will be divided into four units and therefore, the book will be divided as well into different sections. At the end of every unit, the whole class will have to take a quiz. The quizzes will have grades from 2 to 7 and every quiz will correspond to 25% of the quiz grade. The quiz grade will correspond to 25% of the final grade.

#### **-Final project:**

By the end of the course, the students will have to hand in a final project in which they are expected to create a short story between 250 and 300 words in which they tell the beginning of an adventure. This project will be the most important evaluation of the course.



The final project must include a protagonist, an antagonist and at least 2 secondary characters. Also, there must be at least 2 different locations described in the story. The story will be the beginning of an adventure and should not have an ending.

In order to accomplish this task, the students will be taught through the semester on how to create and describe characters, fantastic worlds and how to develop a story.

### Evaluation Chart

Participation	25%
Quizzes	25%
Final Project	50%

### Macro Planning

Units	Sessions	Objectives	Content	Skills
<b>1. The adventure begins.</b>	<b>1, 2, 3.</b>	<b>-To introduce the course</b> <b>-To define the fantasy novel</b> <b>-To introduce universe of <i>The Hobbit</i></b> <b>-To produce short pieces of</b>	<b>-The fantasy novel</b> <b>-Introduction to <i>The Hobbit</i></b> <b>-Connectors such as although, because, and, so that,</b>	<b>-Reading</b> <b>-Writing</b> <b>-Speaking</b>

		writing.	however, either, and neither)	
2. Facing the world	4, 5, 6.	-To analyze the main characters in <i>The Hobbit</i> -To get to know Tolkien's Middle Earth. -To identify thematic vocabulary. -To give directions using lexical chunks.	-Analysis of main characters -Exploring Middle Earth -Creating and describing fantasy worlds -Adverbs of place	-Reading -Writing -Speaking
3. A true hero	7, 8, 9.	-To analyze the differences between a hero and an everyday hero. -To	-The concept of a hero. -Heroes versus villains -Creating and describing	-Reading -Writing -Speaking

		<p>understand the difference en between a protagonist and an antagonist.</p> <p>-To create and describe characters.</p>	characters.	
<p>4. A never ending adventure.</p>	10, 11, 12.	<p>-To understand the importance of the English language in the modern world.</p> <p>-To produce a piece of written text, in the form of fantasy novel.</p>	<p>-English: The ultimate companion for an adventurer.</p> <p>-The continuous challenge of learning.</p> <p>-Final Conclusions.</p>	<p>-Listening</p> <p>-Speaking</p> <p>-Writing</p>

## Sample Lessons

### Sample Lesson 1

Unit 1: The Adventure Begins

Lesson1: What's the fantasy novel?

#### Objectives:

- To introduce the course
- To identify key concepts in the fantasy novel
- To define key concepts in the fantasy novel

#### Activity 1

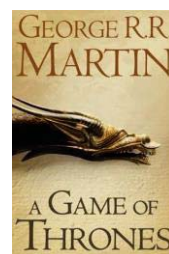
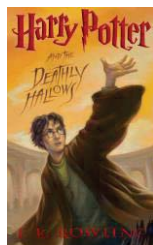
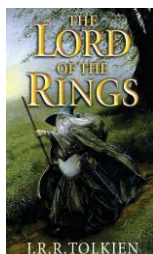
**Let's think a bit!**

**In a separate piece of paper, answer the following question:**

- **What do you know about the fantasy novel?**

**Now look at the pictures and answer:**

- **Which ones of the following book covers do you recognize?**
- **Have you ever read any of these novels?**



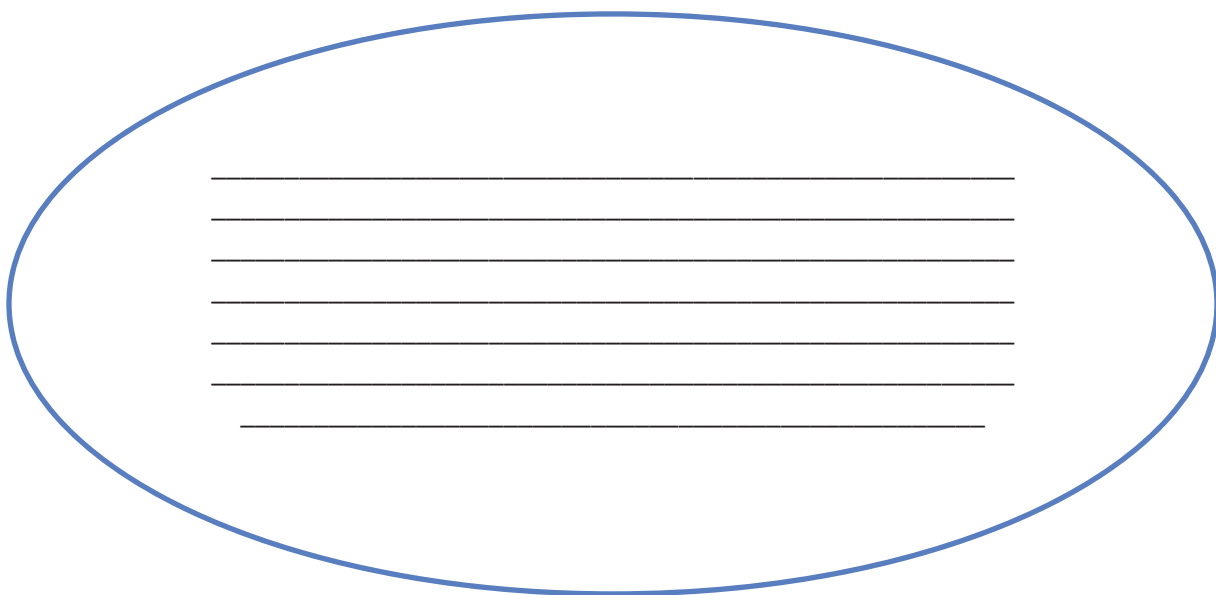
## Activity 2

Now, get in pairs, read the definition given by the teacher and discuss the following questions:

A short definition by the teacher:

The fantasy novel has strong connections with mythology and folklore, and it has been used to explain the events in the world by many cultures, such as the Vikings, and the Greek. The stories in the fantasy novel usually take place in fantastic worlds and the characters might be able to do things that are not possible in the real world.

- **What makes The Hobbit a fantasy novel? Take into account the characters and the setting.**



## Activity 3

**Present your answer to the class!**

## Sample Lesson 2

Unit 1: The adventure begins

Lesson 3: Introduction to *The Hobbit*

### Objectives:

- -To introduce universe of *The Hobbit*
- -To recognize differences and similarities between the book and the movie trilogy
- -To express understanding in a creative way

### Activity 1

#### An unexpected quiz

**1- What was Bilbo hired for?**

- a. To be a wizard
- b. To be a burglar
- c. To be the leader

**2- How does Bilbo feels about having the dwarves eating his food and parting at his house?**

- a. Comfortable with the situation
- b. Disappointed because he loves his organization
- c. Dissatisfied because he didn't have enough food to share

**3- What's the reason why the dwarves want to go in this journey?**

- a. Because they want to reclaim their homeland
- b. Because they want more gold
- c. Because they like adventures

## Activity 2

Let's Watch the first 10 minutes of the movie *The Hobbit: An unexpected Journey*

Now, write down your impressions:

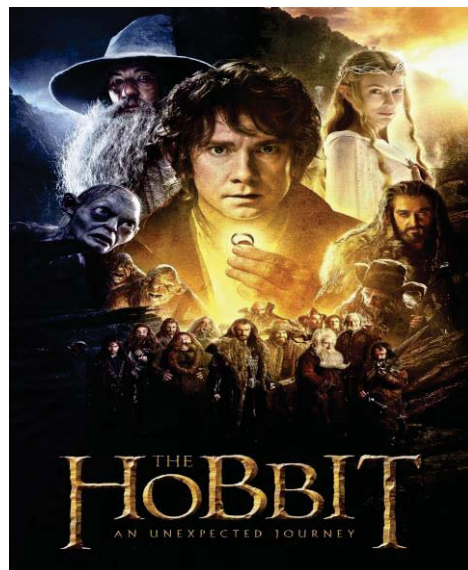
Do you think the book and the movie are similar? Why?

In your personal opinion, are the characters in the book similar to the ones in the movie?

## Activity 3

Let's advertise *The Hobbit*!

- In groups of two, create a piece of advertisement in which you use your understanding of the novel so far.
- You will have to express your ideas in no more than 5 words.
- You must use images from the movie to complete the idea.



### Sample lesson 3

Unit 2: Facing the world

Lesson 4: Analysis of main characters

#### Objectives:

- -To recognize the main characters in The Hobbit.
- -To describe the characters.
- -To apply their knowledge by illustrating characters in the novel.

#### Activity 1

1. Look at the pictures in the chart bellow and name the characters.
2. Describe each character by providing basic information about them

		<b>Name:</b>  <b>Main characteristics:</b>
		<b>Name:</b>  <b>Main characteristics:</b>
		<b>Name:</b>  <b>Main characteristics:</b>
		<b>Name:</b>  <b>Main characteristics:</b>

#### Activity 2



Now, use your copy of *The Hobbit* and scan the text in order to find the description of the characters listed in exercise 1. Copy the information found and compare it to your descriptions.

Character 1		
Character 2		
Character 3		
Character 4		

### Activity 3

Finally, create and describe your own character:

- Name it
- List at least three different physical characteristics
- List at least two personal characteristics

## Sample lesson 4

### Unit 2: Facing the world

#### Session 5: Exploring Middle Earth

#### Objectives:

- To analyze the fantasy world
- To be able to give directions

#### Activity 1

Let's warm up!



Before you start:

- Have you ever used a map?
- Do you think maps are useful?

Look at the map of Middle Earth and:

- Trace your way from **Hobbiton** to the **Lonely Mountain**, drawing a line from the start to your final destination.



## Activity 2

Write down at least four sentences using the modal verb “Would”, in which you tell how you would get to your destination.

Example: I would walk through the dark forest


## Activity 3

\*Context: The class will be divided into four groups, and all the chairs and tables will be taken to the sides in order to make room for the activity.

### The Blind Trail

#### Instructions:

- Get in groups of three
- Every group will have one explorer and two guides (one at the beginning of the trail and one at the end)
- Complete the trail in the shortest time possible

**Rules:**

- The explorer will be blindfolded.
- The guides will be able to give only the following directions: “Move forward”, “move backwards”, “to the/your/my right”, and “to the/your/my left”.
- Every time someone speaks in Spanish, the explorer will have to start the trail again.
- Every time someone gives other type of instruction will result in a 10 second penalty.

**Obstacles and boosts:**

There are obstacles and boosts on the trail. If you step on an obstacle, you get a penalty that will be reflected in your final time. If you step on a boost, you get a discount in your final time.

**Obstacles:**

- Ogres: 5 second penalty
- Dark Forest: 10 second penalty
- Giant spiders: 15 second penalty
- Smaug the Dragon: 20 second penalty

**Boosts:**

- Rivendell: 5 second discount
- Boat: 10 second discount
- Ponies: 15 second discount
- Eagles: 20 second discount

## Sample lesson 5

Unit 3: A true hero

Session 7: The concept of a hero

### Objectives:

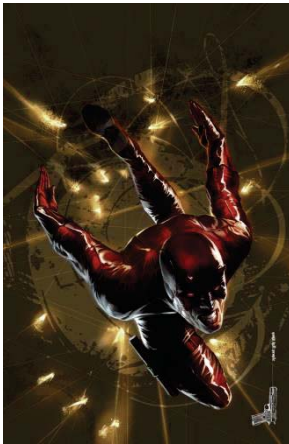
- To analyze the concept of a hero
- To differentiate from a fantasy hero and an everyday hero
- To share personal opinions with the class

### Activity 1

Before reading:

Get together in pairs, look at the pictures, and discuss the following:

- Would you like to be a superhero? Why?
- Why are superheroes so popular?
- Do you think we need superheroes?



## Activity 2

### While Reading:

**Read the following article from the New York Times and answer the following questions:**

**-What do you understand by an everyday hero?**

**-What do these people have in common?**

**-Have they had an impact in others?**

### Another Everyday Hero in the Subway, Gone in a Flash

The name Wesley Autrey may have slipped from the popular imagination of New Yorkers, the way everyday heroes do. But in the subterranean world of the city's subways, his spirit may still be subconsciously inspiring.

Mr. Autrey was the 50-year-old construction worker and father of two who, in 2007, threw himself on top of a man who was having a seizure on the subway tracks and held him down in the shallow trench between the rails as the No. 1 train passed over them.

A city hailed him. A president invited him to the White House.

Then another subway hero came along. This one was named Chad Lindsey, an aspiring actor who jumped on the tracks last year to help a fallen man, then quickly disappeared. He would have remained anonymous if friends had not revealed his role. He later said he had thought about Mr. Autrey as he jumped onto the tracks.

On Monday evening, another subway Samaritan may have come and gone, and the most that anyone can offer about him is that he is an unidentified black man.

After a woman fainted onto the tracks at the Union Square station, witnesses told the police, the man jumped onto the track bed to try to revive her. Seeing the lights of an Eighth Avenue-bound L train, and probably realizing he was out of time, he hastily positioned her body in the trench between the tracks, then hoisted himself out as the train roared in, the police said.

It all happened so fast, said Ana Mercedes Cardenas, a 27-year-old lawyer who was on the Brooklyn-bound L platform and saw the woman face-down on the tracks. The woman, who the police said was 26, was not moving, and a pool of blood was forming. Everyone around rushed over, horrified, Ms. Cardenas said. One man ran upstairs to alert a station agent. Another approached the edge to jump down, she said, but was warned off by other straphangers. They heard the train approach, and panic set in.

One witness, Alex Contreras, 36, said passengers were signaling for the conductor to stop the train, but to no avail.

Five cars passed over the woman before the train rolled to a stop.

“People were yelling and screaming,” said Carlos Matias, 26, a freelance writer. “At first I thought it was a bomb because of the commotion.”

Rescuers arrived and the woman was pulled from under the train, alive. She was in stable condition at Bellevue Hospital Center, the police said.

Amid all the chaos, before anyone noticed or thought to ask his name, the man who, according to witness accounts given to the police, had jumped onto the tracks, like Wesley Autrey before him, was gone.

**(Taken from: [http://www.nytimes.com/2010/05/26/nyregion/26train.html?\\_r=0](http://www.nytimes.com/2010/05/26/nyregion/26train.html?_r=0))**

### Activity 3

**After reading:**

**Share your ideas with the class!**

**\*Context: The class will be organized in a semi-circle to facilitate the class discussion.**

## Sample lesson 6

Unit 3: A true hero

Session 8: Heroes versus villains

### Objectives:

- To understand the difference between a protagonist and an antagonist
- To create and organize written texts
- To design characters of a short story

### Activity 1

Pre-writing:

Let's watch the following video:

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

### Activity 2

Take a separate piece of paper and let's answer some questions!

-Is the definition of villain and hero in the video, similar to what you have read in The Hobbit?

B- Why?

C- In your opinion? What's the difference between a hero and a villain?



### Activity 3

Let's start creating our own characters!

- Create your own hero her/him
- Create a suitable antagonist for your hero
- Write down the reasons why they are enemies

Hero	Villain

Why are they enemies?

## Sample lesson 7

### Unit 4: A never ending adventure

#### Session 9: English, the ultimate companion for an adventurer

#### Objectives:

- To evaluate the importance of the English language in the modern world
- To share and compare personal points of view

#### Activity 1

##### Pre-Listening:

Reflect on the following questions:

- What do you know about globalization?
- Can you think of any English speaking countries?
- In your personal opinion, is speaking English important nowadays?

#### Activity 2

##### While-listening:

Watch the following video and answer the following questions:

<https://www.youtube.com/watch?v=kg8jS-AMyMo>

-What are the two main factors in the fact of English being a “global common language”?

-Name the two different accents resulting from the big migrations in the 17th century given in the videos

-Where did England expand to in the 18th and 19th century?

-Since when has the United States been a predominant nation?

-Name the two global organizations that, according to the video, use English as a result of the American influence.

### Activity 3

#### After-listening

-In your own words, write a statement telling your classmates why English is so important in the modern world.

-Once you have done it, you will have to post it in a special place in the classroom where everybody will be able to read it and reflect on the importance of English.

## Appendices

### Appendix 1

#### **Needs Analysis Survey: English and the importance of reading.**

Oriented to high school 9th graders.

**Objective:** To find out the student's habits and interests in relation to the English Language and literature, and their thoughts on the importance of learning English as a second language and the use of literature as an useful tool in the process of learning.

Context: The survey was carried out among 9th graders, specifically in the 1° medio A, at Colegio Agustín Edwards.

**Composition:** The survey is a 12-question questionnaire, and all the questions are alternative questions.

#### **1. How important you think is learning English nowadays?**

A) Very important

B) Important

C) Not sure

D) Not important

#### **2. Do you like reading?**

A) Yes

B) A bit

C) Don't care

D) No

**3. How often do you read? (Poems, short stories, novels)**

A) Once a week at least

B) Once a month at least

C) Once a year at least

D) Never

**4. Do you like reading English literature? (Novels, poems, or short stories)**

A) Yes

B) A bit

C) Don't care

D) No

**5. How often do you read in English? (Novels, poems, or short stories)**

A) Once a week at least

B) Once a month at least

C) Once a year at least

D) Never

**6. What is your favorite topic when you read?**

A) History

B) Adventures

C) Politics

D) Love

E) Other

**7. Have you ever heard about fantasy novels?**

A) Yes

B) No

C) Don't remember

**8. Have you ever heard about the book *The Hobbit*?**

A) Yes

B) No

C) Don't remember

**9. Have you watched *The Hobbit* movie trilogy?**

A) Yes

B) No

C) Just one or two

D) Don't remember

**10. Would you be interested on reading the book *The Hobbit* in your English class?**

A) Absolutely

B) Yes

C) Not sure

D) No

**11. Do you like sharing ideas and opinions?**

A) Yes

B) Maybe

C) No

**12. Do you think is important to learn a second language?**

A) Yes

B) Maybe

C) No

**Appendix 2**

**Rubric for participation assessment:**

	<b>True hero (90%-100%)</b>	<b>Adventurer (80%-90%)</b>	<b>Apprentice (70%-80%)</b>	<b>Not ready yet (&gt;70%)</b>
Frequency of participation in class	Student initiates contributions more than once in each session	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of	Comments always	Comments mostly	Comments are	Comments are

comments	insightful & constructive; uses appropriate terminology.	insightful & constructive; mostly uses appropriate terminology.	sometimes constructive, with occasional signs of insight.	uninformative, lacking in appropriate terminology.
Respect for others	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

(Adapted from: Eberly Center for teaching excellence. [www.cmu.edu/teaching/assessment](http://www.cmu.edu/teaching/assessment))

### Appendix 3

#### Rubric for final Project:

	<b>True hero (90%-100%)</b>	<b>Adventurer (80%-90%)</b>	<b>Apprentice (70%-80%)</b>	<b>Not ready yet (&gt;70%)</b>
Narrative focus	The narrative, real or imagined, is clearly focused and maintained throughout: Effectively establishes a setting, narrator and/or characters.	The narrative, real or imagined, is adequately focused and generally maintained throughout: Adequately establishes a setting, narrator, and/or characters.	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: Inconsistently establishes a setting, narrator, and/or characters.	The narrative, real or imagined, may be maintained but may provide little or no focus: May be very brief, Focus may be confusing or ambiguous.



Organization	The narrative, real or imagined, has an effective plot helping create unity and completeness: Logical sequence of events from beginning to end. Effective opening and closure for audience and purpose.	The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: Adequate sequence of events from beginning to end. Adequate opening and closure for audience and purpose.	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: Uneven sequence of events from beginning to end. Opening and closure, if present are weak. Weak connection among ideas	The narrative, real or imagined, has little or no discernable plot: Frequent extraneous ideas may intrude.
Language and vocabulary	The narrative, real or imagined, clearly and effectively expresses experiences or events.	The narrative, real or imagined, adequately expresses experiences or events.	The narrative, real or imagined, unevenly expresses experiences or events.	The narrative, real or imagined, expression of ideas, is vague, lacks clarity or is confusing.

(Adapted from: Common Core State Standards

[http://commoncore.tcoe.org/content/public/doc/Smarter\\_Balanced\\_3-](http://commoncore.tcoe.org/content/public/doc/Smarter_Balanced_3-)

[8 Narr Writing Rubric.pdf](#))

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