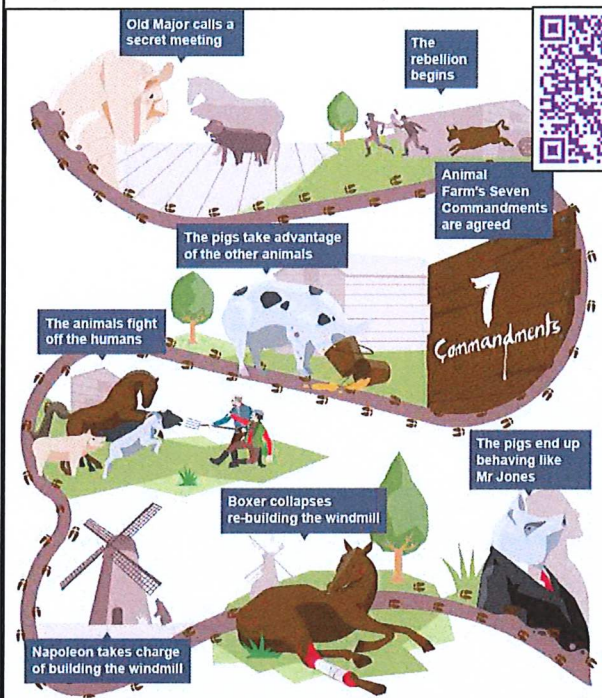


**Threshold Concept- Year 8- Animal Farm:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

**A plot and character summary of 'Animal Farm:' Full text (if on MS Teams) = [Animal Farm audiobook](#)**



**THE CHARACTERS**

**Mr Jones**  
Mr Jones is the owner of Animal Farm. He treats the animals badly and is often drunk. How long will it be before the animals throw him out?

**Old Major**  
Old Major is a wise pig who is respected by all the other animals. What important message will he give them when he calls them to a meeting in the barn?

**Napoleon**  
Napoleon is one of the cleverest pigs. He is rather fierce and is used to getting his own way. What will happen when he becomes the most powerful animal on the farm?

**Snowball**  
Snowball is another important pig, full of ideas about making life on the farm easier for the animals. When he disagrees with Napoleon, which pig will win?

**Boxer**  
Boxer is a powerful and hard-working cart-horse who always does his best. He is looking forward to a well-deserved retirement. Will he be able to enjoy his old age?

**Clover**  
Another strong and kind cart-horse. Clover is Boxer's best friend. She is worried about some of the problems that the animals face. Will her future be a happy one?

The sheep, cows, and other animals  
The animals are delighted when the farm becomes theirs. But troubles lie ahead for all of them. Will they be able to overcome their difficulties and make Animal Farm the home of their dreams?

Using this information can you:

- Recount what happens from start to finish in the novella?
- Explain who the primary characters are, and what makes them unique?

You should use this information to get the base knowledge needed for George Orwell's novella.

E.g. Boxer is a tireless horse who is looking forward to finishing work. He collapses late in the story trying to rebuild the windmill.

How to analyse the writer's craft- mention the writer's name and all of the choices they make. Example on the dogs (focus on trying to write explanations like you see in green here.)

The character of the dogs are powerful and intimidating. The quotation: **"Though not yet full-grown, they were huge dogs, and as fierce-looking as wolves."** shows how physically frightening these animals are. The adjective **"fierce-looking"** they also may stare at other animals in an aggressive manner. The fact they are not yet fully grown means they'll only get more scary. The audience may worry about the other animals around the dogs, as it is suggested they may hurt them if they get the chance.

|                        |
|------------------------|
| Key quote written down |
| Technique identified.  |
| What it shows          |
| Audience reaction(s).  |

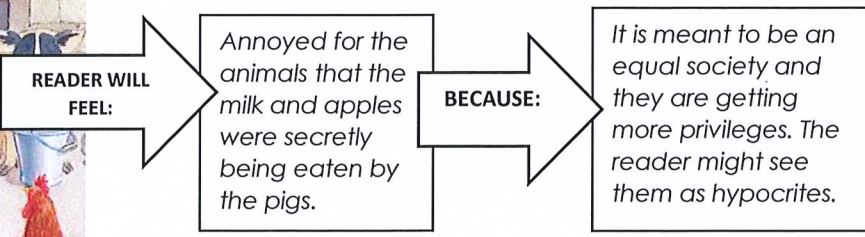
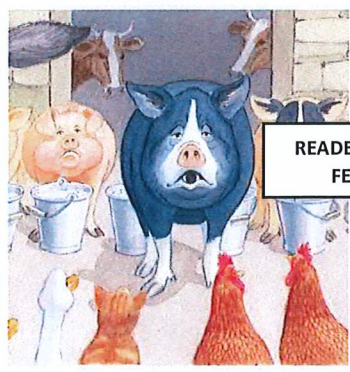
In order to be successful, you must know a range of different moments from the whole play. For example, other moments where Sheila is important include:

- Dogs chase Snowball from farm "They dashed straight for Snowball"
- Dogs perform executions for Napoleon. "the dogs promptly tore their throats out"
- Dogs try to kill rats in Chapter 1 during Old Major's speech.



**Developing this further- discussing audience reaction.**

A really effective way to showcase your understanding of the text is by comparing how an audience will react and why. (see the blue part of the WAGOLL above). This is how we do this:



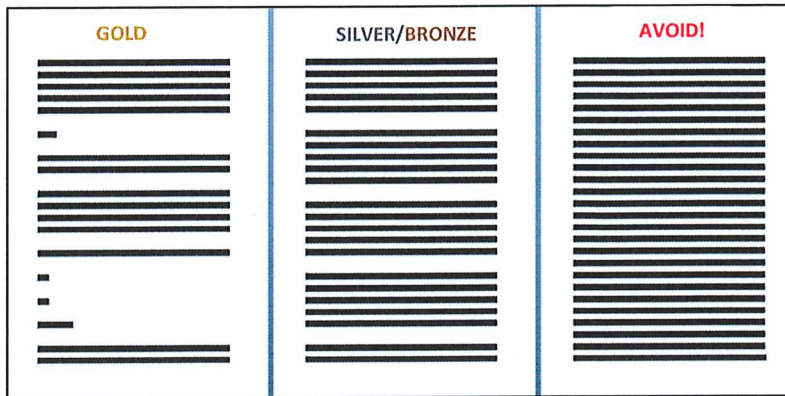
Try to consider, as you read the novella, your own reactions to characters/ events. You will likely be reacting the way the writer intended, if you are paying attention!

**Threshold Concept- Year 8- Writing accurately.**

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 – Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

**Paragraphing and cohesion when writing non-fiction and creatively.**



When marking your work, your teacher will firstly look at the paragraphing choices you have made.

**Being experimental** with paragraphing (i.e. using one word/ sentence paragraphs **occasionally for effect**) can really help to improve the structure of your written pieces.

Cohesive devices- words that link paragraphs and sentences together.



|   |  |   |
|---|--|---|
| <b>ADDING</b><br>and<br>as well as<br>moreover<br>furthermore<br>in addition<br>too<br>on top of that<br>another point is | <b>SEQUENCING</b><br>first, firstly, first of all<br>second, secondly..<br>third<br>next<br>meanwhile<br>now<br>subsequently | <b>ILLUSTRATING</b><br>for example<br>such as<br>for instance<br>in the case of<br>as shown by<br>illustrated by<br>take...<br>one example is.. |
| <b>COMPARING</b><br>similarly<br>likewise<br>as with<br>like<br>equally<br>in the same way                                | <b>QUALIFYING</b><br>but<br>however<br>although<br>unless<br>except<br>apart from<br>as long as<br>if                        | <b>CONTRASTING</b><br>whereas<br>alternatively<br>unlike<br>on the other hand<br>conversely<br>having said that<br>nevertheless<br>however      |

When structuring your work, ask yourself these questions:

-Do I paragraph my work and vary my paragraphs, or do I play it too safe?

-Do I use words that link sentences and paragraphs together, or do I repeat words like "The" and "I" too often in my writing?



**A range of sentence structures- opening with different words!**

Starting sentences with linking words is great, but you can also improve your sentence structure choices by using lots of different

*Problem: Sentences all beginning with the same word/ word type.*

The [blacked out]  
 The [blacked out]  
 The [blacked out]  
 [blacked out]  
 [blacked out]  
 [blacked out]  
 [blacked out]  
 [blacked out]  
 [blacked out]

*Solution: Sentences that vary in their choice of opener-> use the below chart to help you use different openers.*

| What I should start sentences with instead:          | Example starts:   |
|--|---|
| Verbs (ing words)                                    | Looking at the...   |
| Adverbs (ly words)                                   | Quietly,...   |
| Adjectives (describe words)                          | Depressed, sweaty and exhausted..   |
| Connectives (words that link other ideas/ sentences) | Because of the heat exuding from the room,...   |
| The pronoun "you"                                    | You- if you listened carefully enough- could just make out the...                                 |
| Prepositions (where, when, how, something happens)   | Down the middle of the scene, you could see...  |
| Unusually specific details of setting/character.     | An emerald rug lay messily on the floor, about ___ metre by ___ metres in size and smelling of... |

**Key word:**  
 varied-  
 having  
 lots of  
 different  
 elements.

Make  
 sure your  
 writing is  
 varied!



**Accurate intermediate punctuation.** We should be using full stops, capital letters and commas accurately, but to push further we should be consistent at using the below punctuation, too.

| Name             | Looks like: | How do we use it?   |
|------------------|-------------|---|
| Exclamation mark | !           | -To add emotion to a sentence<br>-To show a sentence is a command.  |
| Question mark    | ?           | -To show when there is an end of a question.  |
| Ellipses         | ...         | -To create an additional pause.   |
| Speech marks     | " "         | -To indicate when something is being said.  |
| Brackets         | ( )         | -To show part of a sentence is extra information  |
| Apostrophes      | '           | -To show where a letter has gone missing when two words have joined (i.e. don't)<br>-To show something owns something else. (i.e. The cat's fur). |

When writing, ask yourself these questions:

-Do I know how to use all of these punctuation pieces confidently and accurately?

-Do I use all of this punctuation regularly in my work, not forgetting any piece?

