Trabajo Fin de Máster

KING ARTHUR IN THE EFL CLASSROOM: THE CASE OF CSE IN ANDALUSIA

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1. ABSTRACT AND KEYWORDS

The aim of this research is to teach and apply English Literature in the English as a second Language (ESL) classroom. To do this, we will introduce briefly the role of literature in the English foreign language class over time. We will also reflect on the importance of the use of literature in English classrooms and will explain some reasons why we should use it as a teaching source.

Speaking a language does not only imply the correct use of grammatical structures but also knowing where and when to use them. Because of that, we will introduce the legend of King Arthur and his Knights to the students through reading activities. This will allow them to learn the language more deeply.

In this work we will analyze the Myth since its origins. First, we will make a historical review about the history of the British Isles. Then, we will focus our attention on historical people, the Celts, with the goal of reaching to King Arthur, a Celt Myth. After, we will try to show how to teach Literature in English foreign language lessons. Finally, it is developed a didactic of the issue in question.

Keywords: English Literature, TEFL¹, Celt, King Arthur, myth, legend.

RESUMEN Y PALABRAS CLAVE

El objetivo de esta investigación es enseñar y aplicar la literatura inglesa en la clase de inglés como lengua extranjera (L2²). Para hacer esto, introduciremos brevemente el papel que ha tenido la literatura en las clases de inglés como lengua extranjera con el paso del tiempo. También, reflexionaremos en la importancia del uso de la literatura en las clases de inglés; y expondremos algunas de las razones por las cuales deberíamos usarla como un recurso didáctico.

Hablar una lengua no es solo utilizar correctamente las estructuras gramaticales sino saber dónde y cuándo utilizarlas. Por eso, introduciremos la leyenda del Rey Arturo y de sus caballeros a los estudiantes a través de una lectura. Esto permitirá a los alumnos conocer la lengua más ampliamente.

En este trabajo analizaremos el Mito desde sus orígenes. Primero, haremos una revisión histórica sobre la historia de la formación de las Islas Británicas. Después, centraremos especialmente la atención en un pueblo histórico, los celtas, con el objetivo de llegar hasta el Rey Arturo, un mito Celta. Seguidamente, intentaremos mostrar cómo enseñar literatura en clase de inglés como idioma extranjero. Finalmente, desarrollaremos una unidad didáctica sobre el tema en cuestión.

Palabras clave: Literatura inglesa, TEFL, celta, Rey Arturo, mito, leyenda.

¹TEFL: Teaching English Foreign Language

²L2: This abbreviation corresponds to the definition of Second Language or Foreign Language classroom.
2. INTRODUCTION

“Let others pride themselves about how many pages they have written; I’d rather boast about the ones I’ve read.”
(Phrase attributed to J.L. Borges; Argentine writer)

The role of literature in EFL\(^3\) classes has changed as the different methodologies applied at all times. Rees (1973: 13) said that “the great eighteenth-century critic Samuel Johnson liked to say that the purpose of literature was to instruct”. In the 90s, the role of literature in the foreign language classroom is beginning to be discussed. Literary texts are a means for learning the language, although in most manuals appear marginalized.

For this reason, we must promote the need to rethink the role of literature in the classroom of a foreign language, in this case English in Secondary Education.

Literature is a real material, with wide variety of themes and extensions and a good selection of texts can provide us with a great cultural and linguistic diversity to students. The purpose of my research is to better understand what literature can offer, as a teaching resource in the secondary English classroom.

Literature is a complex matter while fascinating.

Perez Paton (2009: 2) emphasizes how literature helps to increase the language skills, developed through the language used in literary texts, and she analyzes their situation in the high school classroom. She perceives literature as a language, as an act of communication, such as general knowledge, as a social fact, as an aesthetic pleasure and as a game. From these viewpoints, the author invites teachers to work literature, trying to instill in students literary taste.

From my point of view and from what I have seen in class, students today are looking for a quick and tangible success. Students today are seeking values and material things. For this reason, I think that thanks to literature, students can learn other aspects of human life, ideas and common values.

We must clarify that the foreign language class need not be similar to the Spanish literature class. Both classes respond to different needs, but they have a relationship when it comes to introduce literary texts in the classroom. Therefore, the cooperation between the teachers of both subjects in order to allow the teacher to know the level of literary competence of the students in their native language is necessary.

\(^3\) EFL: English Foreign Language
In words of Lomas (n.d.), anyone who has taught literature in secondary education is aware of how among teachers there are different understandings of literary education that result in different ways of selecting the contents and literary texts in various ways to organize activities and especially in the use of teaching methods that sometimes appear to be mutually exclusive.

According to Lomas (n.d.), we can deduce that throughout the history of teaching, teachers have not taught literature from other countries because they have focused on the literature of the native country. The aim of the classes of literature, was studying national literature to instill students with a general cultural knowledge about the nation itself.

This influence is reflected in the current conception of literature in high school. The literature in the classroom is aimed at the academic study of the great literary landmarks of a country. Because of the failure of that, since the 70s is beginning to promote reading habits among young people. In the 80s, the literature class no longer focuses solely on teaching works and established authors, but appear more complex methodologies.

Nowadays, Literature still has a role and different objectives according to the teacher who teach. But, overall, it is trying to promote the acquisition of reading skills and reading comprehension skills that allow a critical analysis of texts and writing, using literary models that encourage students to express themselves in writing. On this point, many educational proposals, such as creative writing workshops are presented.

Therefore, work with literary texts in English in the classroom is a considerable option for the exceptional source of cultural and linguistic information involved.

Literature provides, simultaneously, great linguistic wealth. The foreign reader significantly expands its lexicon, adding new words to their vocabulary, allowing you to use synonyms and antonyms of words already known. It also allows the use of more formal language that is not characteristic of oral communication and can be used in formal situations and in writing.
3. THE USE OF LITERATURE IN EFL LESSONS

In this first part of this chapter, we have decided to focus our attention on a single author. As an introduction to the concept of Literature we will analyze the first chapter of a recognized work in which, the author, apart from giving us the definition of Literature, he also talks about it qualities and makes us reflect on it. Then, we will talk widely about the reasons for using Literature in L2 classes.

Rees (1973:1) “The study of science has become so important in the modern world that we sometimes find ourselves wondering whether other studies are not a waste of time. No knowledge of Greek or Latin literature for example will help us to feed millions of hungry children in Bengal, or to lighten the sufferings in or great cities of people who are old and poor and sick. No reading of poems and plays and novels […] will save the life of a single soldier on the world’s latest battlefield. It is quite right that the student of the arts, and in particular the student of literature, should ask himself the difficult question, what use is it?[...] First however let us think about an equally difficult question, what is literature?”

R.J. Rees, a literary critic of the twentieth century, in his essay “English Literature: An Introduction for Foreign Readers”, begins talking about why we study literature and he gives us not specific responses about it. Then, he tries to define Literature as such. The author gives us two possible ways in which we could understand the definition of Literature. He gives us a first meaning in a common sense: “anything that is written”, and in a specific or serious sense, as the author said, “Literature […], is writing which expresses and communicates thoughts, feelings and attitudes towards life”. In his work, he explains these meanings comparing a report of London from an encyclopedia and other from a poem about the concerned city (the poem is part of the sonnet “Upon Westminster Bridge” written by William Wordsworth in the nineteenth century). He tries to make us see that not all that is written is Literature.

The author explains that the person who wrote about London in such encyclopedia had the purpose to write as many as possible about the city in a small space. His purpose was not to communicate feelings or emotions to the readers; the purpose was to give as much information as possible about the city. Nevertheless, the author of the poem expresses feelings and emotions and, according to R.J. Rees, that is Literature in the way that we will study in this case, with our students.

In this writing, R.J. Rees also talk about some qualities that Literature has. He highlights the quality of being permanent in time comparing Literature and journalism. Rees (1973:4) says, “None of us can say of course whether a work of literature is going to be permanent or not; but the fact that its author intended it to be permanent is, I think,
one thing that marks it off from things like journalism, advertising, and even works of information [...] “here today and gone tomorrow”.

In this first chapter of such work, R.J. Rees also is critical with those who talk about good and bad literature. He prefers saying “I do not like this work” than “this is bad literature”. Therefore, he believes that literature should be a mirror of our existence. All comes from our own experiences. And, according to this, is better the quality than the quantity.

In the opinion of him, other point of Literature is originality. In this regard, he says that been original is not about expressing new themes but looking at the ancient ones in a new way. And close to the originality the author continues with other feature, craftsmanship. He thinks that a good writer have to have the absolutely control of a language and of course, imagination which makes literature full of live.

The last peculiarity that he highlights is the moral consciousness. All written literature has a moral purpose.

Finally, in words of R.J. Rees (1973:9), “To summarize what has been said, we may now say that literature [...] is a permanent expression in words of some thought or feeling or idea about life and the world. Literature may be good, bad or different; but good literature will have some, if not all, of the following qualities: (i) psychological truth or holding the mirror up to nature; (ii) originality; (iii) craftsmanship; and (iv) a consciousness of moral values”.

After a reflexive reading of various authors such as M.D. Albadalejo García, (2007), E. Demetriou (2015), R.J. Rees (1973) or Gillian Lazar (1993), we have taken the main reasons for what the English Literature should be indispensable in the EFL classroom.

3.1. Universal Material

In words of Demetriou (2015): “Literary texts are authentic sources of input, whether oral or written”.

Literature themes are universal. The Literature themes in our L1⁴ are quite related to the themes in our L2. The most common themes are the love, the death, the revenge, the solitude, the loneliness... All this get close the students to their own culture and make it familiar to them. We use to say that Literature is universal because the authors try to make it as universal as possible. That is to say, they try to catch readers’ attention in many ways as possible, and making the work universal to any particular

⁴L1: mother tongue
reader they make sure that the message that they try to give is received.

We also use to say that Literature is timeless. The work must be able to relate to its readers regardless the timeframe between the time when the work was written and the time when the reader starts to read it.

3.2. Access to the cultural context

Demetriou (2015) remarks on, “Literary texts introduce a varied range of contexts and situations that would be difficult to reproduce faithfully in the daily practice of a classroom”. Literature approximates the students to the language that they are studying. This is possible thanks to some works that represent real and historical facts and also, thanks to others that represents an imaginary reality. Literature represents the social class, the thinking, the behavior, and the experiences... of a particular member of a determined society or of a particular society. Literature helps us to open our minds knowing other cultures, emotions, attitudes, relationships, beliefs...

Lazar (1993: 16-17) makes a reflection about how much reality Literature show us. According to this, the best example that we could give you is King Arthur. All the texts about King Arthur are literary texts; but, it cannot mean that these texts show us the reality. Reading about this historical hero we can became to the conclusion that in fact, someone called Arthur existed in a determined period of time in England. However, a lot of aspects shows us that may be King Arthur have never existed. Here we have one of the main things that our students should know about literature. Not because it is literature, it is real. It can be fiction too. Do not forget that literature is written by persons and each person feel, think and live in a different way than the rest. Lazar (1993: 16) “some novels, short stories and plays may achieve the illusion of representing reality, but they are, in the end, works of fiction”. “[...] there is danger that students will fall into the fallacy of assuming that a novel, for example, represents the totally of a society, when in fact it is a highly atypical account of one particular milieu during a specific historical period”.

Based on McLaren and Madrid (1995) words, encouraging our students to read Literature, we can help them to know better the social, political, geographical and historical background of a determined period of time and this, will make possible our students ‘tolerance facing different cultures and, above all, we will make open-minded students.

Taking into account (as we said before) that although a literary work could help us to know better all the aspects mentioned before, it would be a good idea to consider that we have to treat Literature in a critically way.
3.3. Motivating material

Demetriou (2015) point out, “Literary characters usually connect well with the students ‘world of fantasy. Students feel more motivated to learn the language if they feel their own world is represented in front of them. Literature stimulates the student’s imagination. The student’s imagination can be improved by encouraging him/ her to make up his/ her own endings, draw pictures of the plot or of the characters, make a comic, dramatize the action of the other students, change the roles of the “goodies” and the “baddies”, etc.”

Lazar (1993:15) states that “if the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives”.

3.4. An ideal complement for the learning

Demetriou (2015) remarks on” Literature motivates the student to practice the skill of reading mainly, but the skills of speaking, writing and listening may and should also be practiced”.

We can use the literature to practice the lack of the linguistic skills that we can found in the classroom. We can work in the speaking skill through the use of songs or through reciting poems. Normally large texts are read at home and after discussed in the classroom. This can lead to a discussion that can help the students to develop their critical capacity. We can also develop their listening skill through oral narrations and songs. The writing skill could be developing writing stories, synopsis, descriptions, dialogues...; and finally, we can help them to develop their reading skill through the books. Apart from the skills that can be improved thanks to literature, other authors also speak about the communicative competences that can be enhanced using literature in L2 classes.

This is the case of Canale (1983):

a) The linguistic competence, with the practice of pronunciation (stress, rhythm and intonation), grammar (the knowledge of grammatical structures in the text: verb tenses, phrasal verbs, etc.) and vocabulary (meaning of new words and expressions).

b) The sociolinguistic competence, though the analysis of the functions, ideas and concepts expressed by the language of the text, affective value of the words used, what the author tries to communicate, the ideas and implicit and explicit notions, etc.
c) The sociocultural competence, by the study of the historical and geographical references, the social message implied, relating the text with the student’s cultural knowledge as well as with other areas of the curriculum.

d) The discourse competence, since the learner will analyze the relationship between the different elements in the text as well as the text structure.

e) The strategic competence, by developing above all cognitive strategies (organizing, inferencing, summarizing, deducing, appreciating imagery and transfer) and also affective strategies involving ideational control (cf. O’Malley and Charmot 1990).

3.5. Different types of language

Demetriou (2015) draw attention to, “Students are exposed to different types of language, from dialogues to descriptions of varied degrees of difficulty, depending on their linguistic level and maturity”.

Literature is a fantastic way to develop skills related to identify the meaning of a text and to do interpretations about it. A literary work is more confused than a normal text and it requires an “awake reader” with critical and interpretative character. Because of that, in L2 classes we should use graded readers in order to ensure a better understanding adapted to the students’ level. If we, as teachers, recommend to our lower students for example, an authentic novel or short story, they would feel a bit discouraged because of the complexity of the text. Quite the opposite, the students of the higher levels could acquire a great knowledge of the new language.

Lazar (1993:19) declares that “it has been argued that literature is a particularly good source for developing students’ abilities to infer meaning and to make interpretations [...] This is because literary texts are often rich in multiple levels of meaning, [...] Thus, by encouraging our students to grapple with the multiple ambiguities of the literary text, we are helping to develop their overall capacity to infer meaning. [...]”

3.6. Added values

Demetriou (2015) identifies, “Literature makes good readers of our students and reduces their dependence on TV and computers”.

Demetriou (2015) remarks on, “Literature broadens the student’s mind. Students learn to respect other cultures if they get to know them a little. Literature is after all one of the many cultural manifestations of a country. Knowing a little about the literature of
English-speaking countries helps our students to understand a foreign culture and idiosyncrasy and therefore respect it”.

Lazar (1993:19) declares that “[...] it (Literature) can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness.

These reasons are quite enough to make the Literature an essential material in our EFL lessons. We always talk about real texts including adapted texts according to the needs and characteristics of each group of students. Their continuing effectiveness has been proven not only in the linguistic area but also in the cultural one by many teachers. In addition, students use to respond positively to the literary texts as it encompasses all your interests to the language and culture, as well as to the world.

Lazar (1993:27): “Literary texts are thus seen as a resource [...] which provide stimulating language activities. The advantages of using literary texts for language activities are that they offer a wide range of styles and registers; they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion; and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Maley, 1990, p.6)”. 
4. THEORETICAL FRAMEWORK

In this section we will develop the most investigative part of this work. We will start analyzing the most general concepts in order to reach to our main objective, King Arthur.

4.1. The Celts

The Concise Oxford Dictionary of Archaeology \(^{2\text{nd}}\) (2008) defines the term “Celt” as follows:

“1. The name given by classical authors such as Hecataeus and Herodotus to the proto-historic peoples occupying Spain, Gaul, and central Europe. These writers distinguished the Celts from neighbouring peoples by their appearance, customs, language, and political organization. They spoke of them as tall, fair, excitable, ostentatious, and fierce people. They are portrayed by themselves as having wavy swept-back hair, heavy moustaches on the men, and wearing a metal torc or neck-ring. Many authorities extend this fairly narrow, if slightly ambiguous, definition to include the pre-Roman inhabitants of Britain and parts of northern Europe, and even more fancifully to include those same communities living outside the Roman Empire who survived down into the later 1st millennium BC and beyond—the so-called Celtic fringe. In fact there is no archaeological evidence for such a widespread and enduring common culture. As a cultural label the term should be seen as a blanket description for a whole series of more or less autonomous groups superficially linked through common ancestries, kinship ties, and shared artistic tastes.

2. A branch of the Indo-European language group, which is traditionally divided into two main sections: Q-Celtic (Goidelic), which is now represented by Irish, Manx and Scots Gaelic; and P-Celtic (Brittonic), which is now represented by Welsh, Cornish, and Breton.”

In words of López-Peláez Casellas (2006:15-17), the first time that the term “Celt” was shaped and was spread (extend widely) was thanks to Herodotus (s V b. C.). Herodotus was a Greek historian who located the first Celts’ possessions in the banks of the Danubio River. He also located Celts in the Iberian Peninsula, and, because of that, we can call the Southwest of the land mass “keltike”.

Later, Estrabon talked about a town that it’s known in Greece as Keltoi, that is to say, “Celts”. He says that this is a Galata town related to the Galata town called “celtæ” by the ancient people.

Today, it seems difficult to talk about a single Celtic race as such. For a brief description of the Celtic people, we can say that from around 1000 to 100 BC they spread out from their original territory, probably that area of present-day central Europe; and we can
also say that they were a group of people acting together depending on their political interests and sharing similar lifestyles in a particular period in the history of Britain. Although it has been difficult to track them, today, we can keep track of the Celts since its inception until his disappearance or absorption by other peoples and cultures. It seems to be proven that the origin of the Celtic culture was placed in the banks of the Upper Danube. The people with these characteristics are quickly expanded into Central Europe. The Celtic culture was expanded to the south of Denmark, to the west of present-day Germany, to present Belgium, to the central and northern France, to the Iberian Peninsula and to the British Isles.

The first Celtic expansion was originated in Hallstatt, around 650 BC, and as main defining feature, weapons with defined characteristics. These new weapons contributed a major innovation: the iron, which replaced the traditional bronze.

It was not just a territorial expansion; we can say that thanks to what we have observed in burials were also said that it was a migratory movement.

This map shows the expansion of the celtic culture. (Image took from Google Images)

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5 "History identifies peoples with Celtic features according to two semantic roots that have been used to identify its members: gaul- or gael- and the very root of the Celtic term (celt-). Thus, we have identified as "Gaul" the Celts of France, "Gaelic" the Celts of Ireland and Scotland, "Galatians" the Celts of Anatolia, "Celts" the Celts of the Iberian Peninsula and simply "Celtic "as a general concept." (López-Peláez Casellas, 2006:15)
If we follow the migration of the Celtic group, we can observe the use of new metallurgical techniques in their graves.

The second Celtic expansion arises in the year 400 BC, La Tène. It emerged in southeastern France. These Celtic metallurgy and burial model were also spread through Western Europe. This was the second moment of greatest splendor of the Celtic culture in Europe.

At this time, more technological innovations appeared such as the car, the tank, bracelets, helmets, swords and shields that were more advanced than those that existed in the Hallstatt culture. Despite all this, two centuries later, the testimonies of Celtic culture were hushed up almost completely.

4.2. The Celts in Great Britain

Summarizing what López-Peláez Casellas (2006: 17-23) said, it is believed that the first waves of the Hallstatt culture arrived in Britain in the mid fifth century BC; while migration that brought characteristic elements of the culture of La Tène, should appeared around the third century BC. Researchers have not been able to show if these migrations occur in mass or, on the contrary, the Celts gradually came to British territory.

The testimony of Julius Caesar is particularly enlightening. Julius Caesar described the inhabitants of Great Britain (which continually warring) painted blue "pictii".

Subsequently, the native inhabitants of that territory would be defined by the term "pictii". Therefore, the Picts would be the people of Britain, and more specifically the people residing in the ancient Caledonia (modern Scotland). The Roman historian Tacitus tells of the early campaigns of the Roman legions in British territory to the first century after Christ.

Strabo (17 BC) described the British as people passionate about the war. Other testimonies speak of tall people with fair complexion.

We can say that, when the Romans came to British shores, a number of people more or less related to each other, which they judged as barbarians were found, and they used to share very definite social and political modes, plus a common language. As the Romans were deep into Britain, they were discovering new tribes besides discovering new difficulties.

Upon reaching the border with Caledonia, they found the Picts. The Picts were fierce and warlike people inhabiting certain areas of current Scottish Lowlands, and whose natural territory was located in the Highlands of Scotland. They were called Picts because of their tendency to paint their bodies blue before going into battle. The Picts
used to wear on their belts the heads of the enemies defeated in war because they thought thereby absorbing the spirit and strength of the defeated enemy.

We have to say that the Picts were not only warriors, they were very skilled sculptors and, apparently, they could speak two languages. After several battles, the Roman army realized that they could not defeat all the people who were living on the island (the Picts), and they decided to secure the territories that they had conquered in the south. So they decided to build Hadrian's Wall. From that moment, the territories that were in the south of the wall were Romanized. According to some historians, the Picts were the last survivors of the pre-Celtic Britain. Around the year 843 AD, Kenneth McAlpin, King of the Scots, defeated and subdued the Picts definitely. Thus, the territory was formerly called Caledonia, renamed Scotland.

![Map of Britain c. 750](Image)

The map shows Britain after the Romans departing. (Image took from Google Images)

After the Romans left the territory of Britain, the islanders (much more sophisticated thanks to the Roman influence) divided the territory into three distinct realms. These kingdoms fought in war again with the arrival of new Germanic peoples. The Germans came to the Islands looking for loots and a place to settle down. As a
curiosity, we can highlight the fact that the Anglo-Saxons called "Wealas" (strange or foreign) to the British people that they found in their way through the island.

4.3. The Celtic society

The first waves of people who migrated to Britain introduced the first features of Celtic culture, but not only introduced the metallurgy, the language and burial systems; they also introduced a social organization.

It is demonstrated that the Celtic society, was a heroic, warrior and a tribal society. The first Celts used to live in small tribes. In that tribes were living clans and families. The largest tribe did not exceed three hundred inhabitants. At the time that the tribe was established in a place with the intention of staying for several years, it was surrounded by marks or limits: moats, walls or fences in order to have a better protection facing the enemies.

Therefore, the families of these tribes used to live in enclosed settlements. The tribes were governed by an aristocratic ruling caste of warriors headed by a chieftain or, sometimes, headed by a king. The rest of the tribal society, used to devote their time to perform useful works in the village: farming and cattle rising, metallurgy and it also existed slaves. The slaves were the persons who were destined to carry out the hardest works of the aristocratic homes.

A celebrity of the villages was the druid. The druid used to be an elderly person and highly respected. He or she used to preside over the most important spirit rituals in the
villages. Their work consisted of looking for herbs and plants to treat diseases. The druid is the person responsible for getting along with gods in order to ask them for favors; and, they were also the persons responsible for presiding over the village any ritual sacrifice that the people could offer them to ease the gods.

If we talk about housing, we can say that it was simple dwellings. The Celt houses had circular layout; the houses were built with thatched roofs. The houses used to have a main room in which the family used to stoke the fire to cook the main meal of the day. Generally, they did not have any furniture and basic tools; the Celts used to sleep on the floor, on haystacks.

Regarding the clothing, men were dressed with tunics and checkered trousers very colorful; their hair was spiked. Similarly, women were dressed with long checkered and colorful dresses and they also wore some accessories to complement their clothes. Looking at their jewels and accessories that the Celts used to wear, looking at their weapons (having armor at that time, was a symbol of wealth) and looking at their combat carts and horses, we could realize their social status.

The war was also the way out of the poverty mainly for those young men who wanted to gain social prestige and riches in their community; because of that, Celtic young men used to sign on as mercenaries in external campaigns. Among its weapons, we can include a rectangular shield, double-edged swords without peaks and different helmets of different design.

On their side, women, even though they had to depend on their husbands (who had their wife’s life in their hands), were in practice, more available than Mediterranean women, and, their relationship with men were more or less equal. Here, we have to mention that there was someone who stood out in the art of war. This is the case of Buodicca, queen of the Iceni. As a sign of this, Diodorus Siculus (a Sicilian historian) told that Celtic women were the same height and the same bravery than Celtic men, and, if it was necessary, they fought on the battlefield close to them. In any case, we can confirm that women had a relative independence and freedom in the traditional Celtic society.

According to different testimonies, we can notice that the Celtic civilization was hospitable people. The Celts used to feed and give drink the strangers, and, only when they finished, the Celts asked where they were coming from, where they were going… Celtic people were heavy drinkers and good appetite. They loved celebrations and festive events.

Actually, in Great Britain there are Celts festivals in which British people try to reconstruct the spirit of the ancient British culture: music, clothing, poetry, plays…
4.4. Celtic languages

In words of López- Peláez Casellas (2006: 23-26), the major legacy of the Celtic language in Europe is, with any doubt, in the British Islands, in territories of non-traditional English speaking, that is to say, Ireland, Scotland and Wales and, also in the Isle of Man and in Cornwall. One identifying element of the Celtic culture is given by the nature of the different languages spoken by the ancient Britons. As we know, Celtic languages have an Indo-European root; a root that is shared with the major languages in the current Europe.

Little is known about the spoken languages in the British Islands before the Celtic wave. From the study of the Celtic languages, we can deduce two fundamental conclusions. In a first step, it is demonstrated that are celtic languages; not only because it is shared similar characteristics but also because it is shared with other kinds of celtic languages which presence it is fossilized in the French language (through the current Breton and through the missing Gallic language) or Spanish (through the disappeared Celtic languages and through the Celtiberian languages of the north of the Iberian Peninsula). In the second step, some historians and researches, talked about the existence of two dialectic groups of the celtic language in the British Islands. The first group is called Goidelic Celt and the second group is called Brythonic Celt.

The Goidelic Celt dialect is characterized because it tends to make the final occlusive syllable with the sound [k]; and, because of that, it is part of the Q-Celtic group. The Brythonic dialect differs from the first because the final occlusive syllable sounds like [p]. This dialect refers to the P-Celtic group. There exists a strong relation between the actual Breton spoken in the French Britain and the British Celt spoken in Great Britain. The traditional territory of the Goidelic Celt covers above all the Highlands, that is to say: Ireland, the Isle of Man and Scotland. The linguistic researches point out that his group is older than the other group. Paying attention again to the researches, it can be deduced that the Breton dialect was spread over large areas, but after the Anglo-Saxon invasion, its length was reduced to the territories of Wales, Cumbria and Cornwall. The Cornish dialect has disappeared like the celtic dialect of Cumbria (Cumbric); simply in Wales is still spoken welsh.

In order to observe the differences between both dialectic groups, we could make a reference to the early prefix “mac” (which means “tribesman” either “son of”). The Goidelic languages, divided from Ireland through the Isle of Man to Scotland, use this prefix in its entirety. We could recognize an Ireland surname because the intermediate “a” is missing. For example: McMahon or McCarthy. In this way, we also could recognize the Scottish ones; the Scottish language preserves the original prefix “mac”. We could see it in surnames such as MacDonald or MacDhomhnaill. Moreover, in the
Isle of Man is lost the “m” and the “a”. So, the result is a “c” which is represented by a “q” or “k”. An example could be Keown- (Maj)cEown.

On the other hand, the Welsh as part of the Breton dialectic, treats the already said prefix in a different way too. In this case, the prefix “mac” losts the “m” but, the final “c” [k] becomes a “p” [p]; resulting in a new prefix “map”, that also losts the initial “m”. And, as a final result, we have “ap”: Map Evan – ap Evan – Bevan.

To sum up, the ancient celtic language that was spoken in the British Isles before the roman invasions was divided in two groups: the Goidelic dialect and the Breton dialect. In Ireland and in some areas of Scotland is still spoken some varieties of the first one whereas the Breton dialect is only spoken in Wales. Both Celt dialects are still alive in certain territories of the British Isles although the presence of the English language.

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The map shows the celtic languages during the Celtic period in Britain. (Image took from Google Images)
4.5. Religion

According to the classical sources, the British Celts were very religious. These Celts were polytheistic up to the advent of Christianization. Till this moment, the magic (dominated only by the Druids) was very important in respect of the deity worship. All of these deities used to be forces of nature like the sun, forests or rivers. The mistletoe was considered a sacred plant. The Celts believed in afterlife and because of that, their burials were preceded by a ritual as a preparation to the deceased in order to enter to the other world.

Stonehenge ruins, Amesbury, England. (Image took from Google Images)

These kinds of ruins have been associated to the celtic druids, their sacrifices and rituals.

Carrying out such amount of roles demanded a certain specialization in the druids group. Because of that, the druids were assisted by women who were instructed in the arts of magic and fortune-telling. Some chroniclers have distinguished among the bards, poets and sacred singers; among the prophets, experts of the divinatory arts; and, among the poets-philosophers, wise men that preceded the sacrifices and acted as representative persons of the doctrine and the cult. These were the responsible for moral and spiritual cohesion of the whole community. Its functions, in addition to the rigorously religious, were related to the world of witchcraft, astrology and medicine, and besides, they were free to go to war and they acted as judges.

Within their priestly functions, the druids used to act as mediators between the human beings and the divine beings. For these ones, they offered public and private sacrifices. Eventually, these sacrifices needed the human immolation. The immolation rite was associated with severe illness situations or with imminent war situations. The priests used to hold the sacred ceremonies and they were the responsible of the regulations of the religious affairs.
In early times, they celebrated the rituals in sacred places like in the forests clearing, but also after in temples, in altars and in other megalithic monuments (dolmens) which archeological remains persist in England, France and in other places in Europe with an important celtic past. The druids adored some sacred animals such as the beard or the wild boar. Among the sacred plants, there was the mistletoe or the holly for example.

One of the most interesting things about the druid religion is the belief in the transmigration of the souls; according to this, the individual souls do not die with the death, but they are transferred to the body of a newborn.

Roman sources talk about violent human sacrifices. According to these sources, sometimes, to placate the gods’ wrath, the Druids offered a person as an offering, as a sacrifice to the gods. But, it was real or just roman hype? The answer can be found in Lindow Common which is located near Manchester. Lindow Common is a peat bogs area and according to the discoveries, it is also the scene of an ancient crime.

In 1984, it was discovered the body of a man preserved in the peat bog (the Lindow Man). The body was in a very good state of preservation. The forensic reports carried out on the cadaver of the victim, showed that the man died in the 50s to the 100s after Christ. The archaeologists thought about the participation of Druids because of the nature of his injuries. Evidently the man had been brutally murdered. The body was found in a puddle of water. The body of the man was naked except for a fox tape around his arm. The man was killed with a blow to his head and, even today we can still see it in the body. The body had a broken neck and it had slit his body’s throat. The body was submerged face down in a pool of water. As far as we know about the European Iron Age, the water was where offerings to the gods were deposited. Investigations also showed evidence that the event was a ritualistic killing. The gastric contents also provided evidence for the investigation; the body had traces of mistletoe and cereals. According to ancient texts and, as we have said before, the mistletoe was a sacred element for the Druids. It is possible that such sacrifices were made as a measure of desperation in the face as the advancing enemy (the Roman invasion), that is to say, the Celts needed the help of the gods more than ever. Then, not only the Celtic Druids performed human sacrifices, they also sacrificed animals and even places. This is the case of the remains found in Ben Nevan (Nevis), in Ireland; burned remains of an ancient palace of the fifth century before Christ. The reason for this sacrifice remains a mystery today.
The existence of the Druids continued for several centuries in the Celtic world. The first place where the Druids disappeared was in Gaul, eradicated by the Romans; however, in Britain, the Druid figure did not disappear until the introduction of Christianity, keeping the bards until the middle Ages.

In any case, we can confirm that the Celts were superstitious people. The proof is in the many charms that they used. According to Tacitus, there were not so much differences between the Celts living in the European Continent and the Celts living in the British Islands. Besides speaking the same language and share similar customs, gods they worshiped were the same. Some of them are: Danu or Dana who was the ancient Mother Goddess of Ireland; Teutates who was the God of the people, the protector of the tribes; Lúgh/Lug, Sir of Light, Magic and master of all the arts; this god also appeared with the same name in Ireland, Wales and in the Iberian Peninsula. Finally, the Celts, over time, became Christians.

The Celts also had a lot of festivities such as the coinciding with the solstices and the equinoxes (usual in other cultures). There were outlined four festivities which were the festivities which divided the year in four parts. The first of February they celebrated Imbolic that indicated de beginning of the spring after the winter. The first of May, they celebrated Beltain, dedicated to the fertility. The first of August, the Celts celebrated Lugnasad, a celebration dedicated to the harvest, the peak and the power. And, finally, the first of November it was Samhain, the festivity of the dead people. From these festivities, we currently maintains such as the Anglo-Saxon tradition of Halloween and the Christian festival of All Saints Day the first of November.

(See appendix 1)
4.6. Famous warriors: the Celts in war

As mentioned in other sections, the Celts were warlike people and as such they also had heroes. Revising the historical facts, there are two celebrities that symbolized the celtic resistance facing other invasions. The first one is Caratacus and the second one is Buodicca.

Caratacus, king of the Catavellauni tribe who lived in the 1st Century after Christ. At such times, the Catavellauni tribe was the most powerful tribe in the south of Britain. It is believed that they were probably a Belgian tribe from the Baltics.

During the years 40 and 41 after Christ was the leader of the resistance to the expedition of the emperor Claudius to Britain. Caratacus led the front against the romans for a long time until the betrayal of Cartimandua, Queen of the Brigands. When Caratacus was defeated, he fled to the north and took refuge with a tribe known as the Brigantes. Without Caratacus knowledge, the Queen Cartimandua was allied with the Romans and betrayed him as a war trophy.

According to Tacitus, when Caratacus was handed over the romans, Claudius spared him. Supposedly, from that moment, Caratacus lived with the romans as a free man. There are not written records about what happened after that, but, classic writers as Tacitus and Cassius Diu described him as a brave man. He was a hero because together with his army fought to the last moment for their freedom.

The picture shows the figure of Caratacus taken by the Romans as a prisoner.
Buodicca is the other important figure in the Celt world. She was the queen of the Iceni tribe. She rose up against the romans that were probably defeated in the year 60 after Christ in Camulodunum (Colchester).

In the words of Cassius Diu, Buodicca was mother, wife and queen. She was married with Prasutagus, King of the Iceni tribe.

The king had established a client relationship in exchange for protection, peace and relative autonomy from Rome. Prasutagus was a humble king and a loyal vassal of Rome. As he had no male heir, he left part of his wealth to the Emperor Nero, who succeeded Claudio hoping to continue respecting his family. At death, the Roman emperor seized all their land.

According to some accounts, the king’s daughters were brutally abused and the queen Buodicca was whipped. Shortly after, Buodicca encouraged her own tribes to a rebellion. They burned Colchester and the army destroyed London. As Tacitus stated in his writings, the rebels Britons took the lives of about seventy thousand Romans.

Finally, Buodicca was defeated by the Roman army. The loss was so painful for the Briton people. It is believed that the Queen of the Iceni committed suicide with poison because it was hard for her to accept losing. His daughters probably died with her. Her people, according to Cassius Diu, honored their late Queen with something resembling a state funeral and that is the way in which the women died and bore the legend.

The Romans described the Celtic people in their writings. In the opinion of the Romans, the Celts of eastern England were an army of high men, strong and muscular, naked in combat and painted blue. They also said that the Celts used to blow the trumpets to instill fear. According to the roman writings, the Celts not always used to fight in the open landscape; sometimes they seem to be tactician and the Celt army moved back forcing the romans to enter in unknown territories.

Celts people were not aware of a political conscience; they fought for their leader or king. They followed their leader till the death if it was necessary. Each tribe protected its territories against the enemies whether they were neighboring tribes or foreign enemies. However, it is also true that in some occasions, the tribes fought together against a common enemy.

According to what the sources say, the romans took a long time to conquer and to subdue the Breton people, more than one hundred years. For when the romans left the British Isles, between the fourth and fifth century after Christ, they had left traces. For example they left vestiges in the British language, in their civilization, customs, architecture design, forms of social organization...
It is true that there are not so much written testimonies about the Celts in the British Isles; however, there some religious books that survived in Ireland with the Vikings arrived such as, *The Book of Durrow* (680 AC) and *The Book of Kells* (807 AC).

Celt people left a specific artistic tradition. Their jewels and ceramics were decorated with spiral elements. The archaeologists also discovered different objects such as bracelets made in gold and in silver.

The celtic art is reflected in paintings, in sculpture, jewels and in works with precious metals; and it is also reflected in the music, which is getting recognition.
4.7. King Arthur: a Celt myth

4.7.1. Historical context in which the myth is developed

Year 72 (516): Battle of Badon, in which Arthur carried the cross of our lord Jesus Christ on his shoulders for three days and three nights, and the Britons were victors. 
*Easter Annals*

After the fall of the Roman Empire in the V century, new waves of Nordic peoples and cultures began to arrive to the British Isles with the intention of settling on them. We can start saying that three of them were at the same age “sharing” the Isles with the Romans. These people were the Picts, established in the current Scotland or Caledonia; the Celts or Britons rooted principally in England and Wales; and, Irish people who had also Celts roots. Apart from these cultures, a fourth one arrived to the island, the Germans. According to Gildas in his work *Excidio Britanniae* (500 AC approximately), the Breton peoples had to ask for support other peoples. First of all, according to the story, the Breton peoples ask the Roman General Aecio for help. Aecio could not help them because he was very busy defending other territories. So, another Breton chief called Vortigern asked in the east for help. Undoubtedly, the Jutes (German tribe) went to the British Isles but, rather than just help the Bretons against the northern Barbarians (the Picts and the Scots), the Jutes conquered the territory and established in the zone. German people took advantage of the situation seeing the defenseless of the island; it was an invasion. In fact, two more German tribes went to the island: the Anglos and the Saxons. Like a curiosity, we want to point out that, despite the fact they were German tribes, instead of form a unique and consolidate kingdom, there were a lot of little kingdoms fighting between them. The scholars think that it could be because apart from these three Germanic tribes, more tribes like the Frisians and the Francs invaded the British Isles too.

In spite of we do not know so much about this age, we know that it was a period of war, conquest, darkness, kingdoms (The Dark Ages, 460-1066 AC); it was a period in which the leaders struggled for political power.

Over this period, we want to highlight the battle of Mount Badon (500 AC approximately). In the words of Gildas, the Celts (the Britons) won the battle against the Saxons. So somehow, the Celts stopped the advancement of the Saxon people.

We would just like to highlight the battle of Mount Badon for two reasons. On the one hand, because the exact emplacement of the battle is an enigma today; researchers still do not know the place in which that battle was developed. On the other hand, it seems that in that battle was a clear victor. Since then, the figure of this person
became a hero. A lot of authors wrote about him in their poems, narrations, epic songs...; they turned into a myth this celebrity.

In this historic context is originated the myth of King Arthur. Although Gildas in his work *The Ruin of Britain* did not mention Arthur, the texts talked about such Ambrosius Aurelianus who supposedly, led to victory the Britons against the Germans in Mount Badon. Many scholars have been considered the theory which says that the Britons’ leader could be Arthur in Mount Badon. Thanks to the texts, we also know that Arthur was always accompanied by the Britons ‘Kings in the battles. Arthur holds the title *dux bellorum* “chief battle” apparently in relation with the title *dux Britanniarum* “Bretons chief” that the Romans used to use. Because of that, some scholars saw the relation between Arthur and Ambrosious. Arthur as such, is mentioned (as we will see later in detail) in *Historia Brittonum* (wrote around the ninth century) and in many ancient welsh poems.
4.7.2. Who was King Arthur?

“...This is that Arthur of whom the trifling Welsh talk so much nonsense today. He clearly deserves not to be dreamed of in silly fairy tales, but to be remembered in true histories, as one who long sustained his dying country and gave the shattered minds of his fellow citizens an edge for war."

(William of Malmesbury, Deeds of the Kings of Britain, 1128–30)

King Arthur is the greatest hero of British literature and poetry, known and respected for thousands of years. But, who was this celebrity? This is one of the colossal enigmas of British history. We do not really know who was or even if the hero really existed, but gathering information about him in old books and manuscripts, it take us back to the fifth, sixth and seventh centuries AD.

If we look back, during this period of time in Britain happened several occurrences. These are the Dark Ages in Britain because we do not know so much about this period of time. At the end of the third century, the Roman army begins to withdraw from Britain in order to protect other territories of the Empire. The Romans in Britain were in decay because of the Visigoth invasions. In 410, when the Visigoths invaded Rome, the last Roman legion leaves the island. After the withdrawal of Rome new barbarian waves appeared in the island (the invasion of the Angles, Jutes and Saxons) and quite later, in 540, some kingdoms were created. The period ends with an absolute supremacy of the Anglo-Saxon and an unstoppable decline of the Celtic people.

To find out more about King Arthur and given the absence of archeologic testimonies, it is necessary turn to the literary sources. The first writings of Welsh history and literature begin in the eleventh and twelfth centuries after Christ. The first time that we have information about Arthur is the old Welsh poem The Gododdin (600 AC).

If we have data about King Arthur is also thanks to an ancient book whose title is Historia Brittonum, The History of the Britons; there are evidences that the author was a Welsh monk of the ninth century called Nennius. In the earliest version of the text, it is mentioned a military commander called Arthur who fought in twelve battles. As the text says, the last battle was in Mount Badon. There, Arthur killed by himself nine hundred and sixty men. Arthur is victorious in all the battles, including the last one, an important victory for the Bretons against the Saxons.

A century later, an English reviser, found a manuscript in which it said that Arthur was a warrior instead of a military commander.

Unfortunately, we cannot consider Historia Brittonum as a reliable source. Instead of a history book it seems a record of traditions, sceneries, culture, poetry, legends, and
oral tales... about Welsh people. We also could pay attention to another work, *Annales Cambriae*. Because of its difficult subject, it is thought that it collects preceding information. In this work, Arthur is also in connection with the battle in the Mount Badon in 516 AD.

Other scholars have been investigating Gildas’s work (about 500 AC). His work seems to belong to a period of time when the Britons were in a crucial situation. *On the Ruin of Britain* written by Gildas, is a writing in which the author mainly talk about a corrupt society. However, this work is so important to investigators because there are only few survive data sources of the British events. Despite of being the first document in which it is talked about Arthur, and, despite of the fact that the battle in Badon is mentioned, there is no indication that Arthur was in the battle in Mount Badon; Gildas does not mention him in anywhere. Barber (1986:9) wrote about three possibilities concerning this situation: “Gildas was ignorant of the commander’s name, or he did not want to weaken his case by referring to a successful commander in question. A fourth possibility does not bear directly on the question: it has been suggested that Arthur is referred to elsewhere in the text in an elaborate play on his name, but the argument seems farfetched and does not help us to resolve his role at Badon. The same air of a desperate search for solutions applies to the second alternative, that he knew the name and suppressed it, though we cannot prove or disprove the hypothesis”.

As we said before, Arthur perhaps lived in the Dark Ages of Britain; a period of time which we know too little. It is proved that since ancient times there was oral poetry which used to tell the most important events of the age, apart from accounts, Bible translations, guess works and spells among others. It is also true that oral texts usually are disturbed and disjointed. It is demonstrated that oral text survived best in established societies. Because of that, Barber (1986: 11) became to the conclusion that “the clearest community in British oral traditions for this period is of course is the west, where, despite of civil war, society was relatively stable and changes of dynasty less drastic. But some of the oral traditions of the Britons from lost lands to the north seem to have survived even if nothing was known of the eastern past. So such traditions varied from the relatively complete to the fragmentary, and I would suggest that the figure of Arthur belongs to these fragments of the lost lore of an area overrun by the invaders at an early period. His name survived in historical tradition simply as a great hero about whom nothing was known; [...]”

Barber (1986:11) came to the following conclusions: “So on the one hand he could be a late Roman commander from the Roman gens bearing the name Artorius. On the other hand, the oldest historical source to refer to an Arthur who was a warrior is in fact Adomnan’s life of the Irish saint Columba, written in about 700.”

(See appendix 2)
To sum up, we still cannot say certainly who Arthur was. We can say that he was a legend, a heroic figure from a period of time about we know almost nothing. Some authors wrote about him and his great feats. In some texts Arthur appears as a warrior, in others he appears as a military commander and in others he appears as a prince. There is something in common in all the texts; Arthur is always the hero, a super heroic figure with whom the enemy cannot compete.

4.7.3. The legend of king Arthur

"King Arthur on Ascension Day had left Caerleon and held a most magnificent court at Camelot with all the splendor appropriate to the day."

(Chrétien de Troyes, Lancelot (1180): the earliest known written reference to Camelot)

The legend tells, that Uther, who was the king of what we known now as Britain, decided one day make peace with one of his enemies, the Duke of Cornwall. To do this, he invited the Duke and his wife to his castle. When Uther met the Duchess Igraine he was totally in love with her. Realizing this, the Duke left the castle and the war restarted.

The love of Uther for the duchess was so deep that he became ill and sought the help of Merlin, the wizard of the court.

This one told Urther that all he had was "lovesick" and he could help him on the condition that: the son he had with Igraine would give it to him (Merlin) in order to educate and prepare to fulfill his destiny, which was to be the greatest monarch of England.

After this conversation, Uther went with his troops in search of his love. The Duke learned of his intentions and went to meet him. During the battle, Cornwall dies and Uther’s messengers convince Igraine to become his wife.

Finally, Igraine agreed and they soon got married. When the heir was born, Merlin went to see Uther and he gave the baby to Merlin as he had promised. The baby was given to Sir Ector, a noble of the court, who was unaware of the royal blood of the child. The infant was named Arthur.

When Arthur was two, his father Uther died. The kingdom then entered into a period of anarchy that lasted for years. One day Merlin, in one of his meetings with the Archbishop of Canterbury, told the nobles of the court that Christ would be through a
miracle, who would point out the rightful Uther’s successor. The miracle was immediate; in the cemetery which was near the church, it appeared a sword embedded in a stone. On the blade of the sword there was an inscription: “Anyone who can get me out of this stone will be King of all Britain for birthright”. Facing this new reality, all the nobles tried to get the sword, without any result.

It was thus when they decided that, after the traditional tournament of every year, the knights attendees could try their luck with the miraculous sword.

Years after the death of Uther, in one of those tournaments, they participated Sir Ector and his son, Sir Kay. Arthur did not participate because of his age, his was just fifteen. At the beginning of the competition, Sir Kay realized that he had no sword; so then, he asked his stepbrother to go home and bring him another sword. Arthur run back home in order to take a new sword as soon as possible but, the home was closed and he could not enter. In that moment he reminded of the sword that was in the cemetery and went to try luck.

He took the sword by the hilt and he could take it out from the stone easily. When Arthur gave it to Sir Kay, he realized instantly that it was the sword of the cemetery, so he showed it to his father. Sir Hector could not believe it and he took their children to the cemetery. There, Sir Ector told to put the sword back in its place and Arthur did it easily again. Then, he urged him to take her out again. Seeing the miracle they knelt down in front of Arthur. Sir Hector, with an excited voice, explained that from that moment he would be the King of all Britain.

After that, they went to meet the Archbishop and they told him the great feat. The Archbishop gathered all the knights around the sword and left to try their luck to everyone. Arthur was the last by express wish of the Archbishop but, he easily pulled the sword from the stone again; this time in front of a large number of people.

It was thus officially proclaimed as King of all Britain and the sword was placed on an altar of the Canterbury’s Cathedral.

Shortly after his appointment, one day, Arthur went out to walk through a forest which was near the palace. On a lonely road he saw some miscreants who were harassing a poor old man but, when they saw Arthur, they ran. The king did not realize that the old one was none other than the magician of the court, the great Merlin.

This, far from thanking his arrival, told Arthur that he was waiting for him and that he would save his life. The young monarch did not understand him and he continued walking along with the magician. A few minutes later, they found a knight in the middle of the road who swaggered told: "No one goes through here without fighting".
Arthur accepted the challenge and, although he fought fiercely, the knight was much more skillful. Arthur, thanks to Merlin magical powers, lived and the knight fell asleep. After this, Merlin explained Arthur that the name of that arrogant knight was Pellinore and was the father of Percival and Lamorak of Wales. Percival would be one of those who seek the Holy Grail.

Arthur did not pay so much attention to everything that the magician said, he was worried about his sword, which was lost in the fight. Merlin assured him that there was a best one for him. Then, they went to a nearby lake where, in a mysterious way, was an upright arm holding a sword. "There's your sword," Merlin said. Arthur did not know how to get to the sword and it was then that he saw in the distance a small boat with a woman dressed in white. "She is the lady of the lake, you must convince her to give you the sword."

The lady moved slowly closer and the King asked for the sword; she told him that he would give it if he granted a wish. Arthur accepted and the lady said: "Take my boat and navigate to where the arm is; it will give you the sword. As for my wish, I'll ask you later". When Arthur took the sword he read in the sheet an inscription that said: "Excalibur “and below it he read: "Take me." And on the other side of the sheet it said, "Throw me away."

King Arthur began his first years of government pacify the country, and creating a better condition of life. Soon, he was respected by his subjects and feared by his enemies. When Arthur was old enough to get married, he told Merlin that in a visit to the realm of Cameliard, he had seen the king's daughter and he had fallen in love with her. Then he asked the magician to gather a committee of representatives of the British kingdom to go to the king Leodegrance and ask for Guinevere hand, his daughter. The king of Cameliard was delighted with the proposal and he, in gratitude for his proposal sent him a gift of a large round table that Uther had given to him.

When Arthur heard the news that Merlin brought to him, he was overjoyed and sent Sir Lancelot (his best knight) to receive and carry Guinevere to the palace. When Sir Lancelot first saw the future queen fell in love and she fell in love too.

The table was placed in a large hall of the palace. Arthur decided that his best knights would sit on it but they would have to make a special allegiance to the kingdom of Camelot, to the church and to the noblest traditions.
When they met for the first time at the table a great lightning followed by a loud thunder surprised everyone. Merlin, who was in the hall of the roundtable, said very solemnly: "Gentlemen, it's time for everyone to pay tribute to the king". One by one were passing in front of Arthur bowing as an act of submission, loyalty and respect. As they passed, the name of each knight appeared engraved in gold on the chairs. Once seated in their respective positions, they noticed that three left over.

The day in which started the traditional tournaments, Galahad son of Sir Lancelot, showed his great fighting skills and his bravery. When these tournament days were over, all the knights gathered at the round table. Meanwhile they were discussing everyday things of the Kingdom, a loud thunder in the middle of the room interrupted them and after that, a big lightning crossed the center of the table, All of them were in shock seeing in front of them Holy Grail. This was covered with thine gold clothing.

When all had finished, Sir Lancelot stood up and swore that he would look for the Holy Grail. All the rest knights swore the same. From that moment, the Order of the Knights of the Round Table would disappear.

Many were the adventures of all the knights who were in search of the Holy Grail, but there were three knights who stood out for their achievements. These were: Sir Galahad, Sir Bors and Sir Percival.

The government of King Arthur fell into decline. The Order of the Knights of the Round Table would no longer be the same. The intrigues within the court began to destabilize the peace of the kingdom.

Sir Mordred and Sir Agravaine plotted a trap to Sir Lancelot and to the Queen. These knights had lust for power. The knights organized the trap in order to show the King the adulterous relation between the Queen and his dearest knight Sir Lancelot. During the combat, King Arthur might have died but Sir Lancelot did not kill him.

Sir Mordred thought that the king had died and he announced the whole kingdom the death of King Arthur. He proclaimed himself successor of the King.

King Arthur and Sir Gawain went accompanied by a large army to regain the power. In the first battle against Sir Mordred, Sir Gawain was fatally injured. In the battle, Arthur was also injured and finally, he died too.

The, the knights took King Arthur to the lake, and there, they realized that a small boat with three queens dressed in black was waiting for him.
Sir Bevidere put his king on the raft and with tears in the eyes bade him farewell. The raft sailed the waters and disappeared from view. The fate of King’s Arthur body and the identity of the three queens who accompanied him on the raft never knew.

Days later, Sir Bevidere found a chapel in which someone had buried a man who had brought three mysterious ladies dressed in black. The noble knight supposed that this was the body of King Arthur and he decided to build a chapel nearby and pursue a hermit life.

While all this happened, Sir Lancelot was heading to support the forces of King Arthur. He found soon Sir Gawain’s grave and he also learned of the death of the King. So, he went to the chapel where Sir Bevidere would be devoted a hermit life to the end of his days.

When the Queen died, shortly after her husband, her body was moved to the chapel where the supposed body of King Arthur was resting.

Arthur’s kingdom had come to an end. Anarchy would be established for a long time. The Court of King Arthur and his Knights of the Round Table would become a legend and; as worthy men with ideals so pure in one place and in the same time, would never again coincide.

4.7.3.1. Geoffrey of Monmouth

Geoffrey de Monmouth has been considered together with other authors like Sir Thomas Malory, one of the most responsible authors that originated the big repercussion about King Arthur and all that it concerned. We know relatively little about the life and career of Geoffrey of Monmouth. However we know that he was born in some place in the region of Monmouth around 1.100 AC in Wales. We also do not know his nationality because if we read his works, he shows a great knowledge about the south east of Wales; he could be Breton. In 1.152 AC, Geoffrey was ordained as a priest in Westminster, a week later he was consecrated Bishop. There are texts in which Geoffrey de Monmouth sign as elected Bishop. In 1.153 AC there exists the last mention to him. Although it is not proved, the investigators think that he could die in 1.153 AC. This text, in which he last appears, is an agreement between the King Esteban and Enrique II.

Trying to sum up, we can say that Geoffrey of Monmouth should be born at the end of the eleventh century, probably in Monmouth. He studied and spent almost his life in Oxford where he was a learned man and a teacher. The scholars think that he was in Oxford in the period 1.129-1.151.
In his writings we could notice that he is based on Welsh oral and written tradition. His success is due to the use of Latin in his writings. Because of that, it reached a lot of readers.

It is usually considered that there are three Arthurian-themed books that Geoffrey wrote; the fact is that two of them are exclusively about the figure of Merlin and only just one is about Arthur. Chronologically, the experts estimate that his first work is Prophetiae Merlivi or The Prophecies of Merlin. It is a collection of prophecies that the author attributes to the wise Merlin. This book was a great success and significant impact on Europe and for more than three centuries it was taken very seriously, becoming a text must be consulted by the royal advisers before advising their sovereigns.

His best known for the readers, is his next book entitled History Regum Britanniae or History of the Kings of Britain. The work tells the story from the first British settlement by Brutus of Troy, a descendant of the Trojan hero Aeneas, until the death of Cadwallader in the seventh century, through the invasions of Julius Caesar.

Some years later, Geoffrey went back to the figure of Merlin, and wrote Vita Merlivi or The Life of Merlin. This last story is a collection of stories and tales about a Bard called Myrddin Wyllt.

(See appendix 3)

**4.7.3.2. Geoffrey of Monmouth and the legend of King Arthur**

The first time that Arthur had a determinate place in medieval history, was thanks to Geoffrey of Monmouth in his work *History of the Kings of Britain*, which appeared around 1.135. As Book VII, it was incorporated *Prophetiae Merlivi* (Prophecies of Merlin) in his earliest surviving literary work: *History of the Kings of Britain*. We can almost say that it was completed about 1.132-1.135. The author, at the beginning of his book, starts saying that he began the *History of the Kings of Britain* first, but he had the necessity to collaborate with others like Alexander, Bishop of Lincoln, to complete it. Because of that, the *Prophecies* appeared independently before his main work. The scholars think that the book *History of the Kings of Britain* could be started around 1.130 and finished about 1.138. In the same way, the scholars became to the conclusion that Geoffrey of Monmouth was not interested in the Church. In his works there are no sign about religious vocation. It is thought that he entered it simply because it was the most convenient way for a literary and learned man. As we said previously, Geoffrey wrote at a time full of changes. Barber (1986: 25), said that “Geoffrey invented a whole new world, where the learning of the schools mixed with ancient lore and legend and was welded into a masterpiece by literary imagination”.

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The *History of the Kings of Britain* owes something to all these different elements: to scholarship, imaginative literature, the Celtic world.

In the book’s preface, the author says that he was based on a book which “related without interruption and for importance, and in a very care prose, all the facts of the British Kings, from Brutus to Cadwallader”; he also says that Walter, archdeacon of Oxford gave to him. And he says that he only took it into Latin. But, we do not have any evidence of the existence of such book and if this book ever existed, now it is lost. We have to say that although Geoffrey’s work is mostly unreal and romantic rather than real history, his readers decided that the writing was real rather than fiction. Other details of the work show us that the author knew a lot of Welsh legends. We can start analyzing the main character’s name: Arthur. First of all, we could say that it is thought that Geoffrey’s father name was Arthur. Barber (1986:28)” [...] the name of Arthur’s father, Uther, may be due to a misunderstanding of “Arthur mab uthr”, Arthur the terrible, as Arthur son of Uther. Arthur’s weapons are derived from various such Welsh stories: Caliburnus, his sword, better known as Excalibur, is derived from Caledfwhic in the Welsh, his lance Ron the same as Rhomgomyiad, [...]”

At the beginning of the twelfth century, the Arthurian theme was an inspiration for other authors in France. When we talk about the Arthurian theme, we are talking about celtic legends and about the history of the Britain Isles, specially focused on King Arthur and the Knights of the Round Table. Along with the theme of France, referring to the legends of Charlemagne, and the issue of Roma, is one of the three major literary cycles repeatedly reminded in the literature medieval. It is thought that the idea of Arthur as emperor may well have developed from French *chansons de geste*. The chansons de geste are epic poems which express the deeds of a hero with some virtues. The troubadours were the persons who used to represent such poems orally because of the big degree of illiteracy. The main source of inspiration seems to have remained *The History of the Britons*, from which eight of the battles are adopted directly. Many scholars have thought that Geoffrey in his work tried to give a hero to the Britons, a kind of emperor-hero that they could look back and feel proud. France, for example, had Charlemagne; the Saxons, Beowulf... and the Britons, King Arthur.

In 1.155, two translations of Geoffrey appeared in France. One of them was written by Geoffrey Gaimar, and the other, was written by Maistre Wace.

Talking about Geoffrey Gaimar, we can say that his most well-known contribution to the medieval literature and history is a translation of the ancient Anglo-Norman English. His “*L’Estoire des Engles*” translates large fragments of the “*Anglo-Saxon Chronicle*” while using Latin and French sources. He was the author of a “*History of the Britons*”, who has been lost. He also claims to have written a version of the story of Brut, probably a translation of the chronicle of Geoffrey of Monmouth’s “*History
Regum Britanniae” a verse in Old French. However, “L’Estorie des Bretons” does not survive.

Wace took the narrative material of the “Roman de Brut” from the “History Regum Britanniae” written by Geoffrey of Monmouth. It is demonstrated that the “Roman de Brut” is based on “The History of the Kings of Britain”. Wace, using his personal knowledge about the south of England, changed some information in his translation, especially in the account of the campaign against the Saxons. Wace also introduces in his work some new additions in the Arthurian section. It is thought that the egalitarian round table of Arthur and his knights, could be Wace’s own invention. According to Wace, King Arthur does not sit at the round table himself; he used to sit at a higher table with his close friends while the rest of barons were sitting according to their status. By the hand of Wace, the legend of King Arthur reached his widest recognition as a heroic king in the mold Charlemagne, and as a central figure of the epic poem.

The “Morthe Arthure”, is the last version of Arthur’s story. It is a poem written during the fourteen century. This writing is very complex because of the use of a rich vocabulary, resonant phrases…; this makes it less accessible to a modern reader. The alliterative “Morthe Arthur” is based on the “History of the kings of Britain”, including some additions from later works. For example the version of Wace on which Layamon’s Brut relied, some chansons de geste or romances of which Alexander is the hero.

4.7.4. Brief summary of the content of King Arthur

The idea of writing this final summary in this point is with the objective of being clear in the Arthurian theme in other to catch the main ideas.

The Legend of King Arthur, the King who saved Great Britain in front of the enemies and conquered a big part of the territories in the Middle Ages, is mainly based on the work Historia Regum Britanniae written by Geoffrey of Monmouth in the twelfth century. We should highlight that the name “Arthur” and some of the elements of the history had already appeared in other in ancient Welsh texts. The French author Chrétien de Troyes added other parts to the history of King Arthur in the twelve century too.

In the fifteenth century, the work written by Thomas Malory “La Morte d’Arthur” is a very important source of information about this theme.

Without any doubts, King Arthur was a very important British national theme with little influence outside the Anglo-Saxon world; it only had importance in France we said before provided by Sir Thomas Malory above all.

The story of King Arthur and his Knights is formed by a lot of complex and varied stories in which are mixed magic, Knightly deeds, war, love, honor, religious aspects
and so on. King Arthur is the hero closely involved in battles, in the court-martial and he uses a special weapon, in this case, Excalibur.

With it historical roots in the Middle Ages, is a legend focused on the story of a King and the nobles of his court that seemed to have few importance for subsequent eras. However, the stories that form the whole story of King Arthur have been universally known and have enjoyed popularity. It characters and stories have often been adapted to the values and interests to the age or to the audience that they have been represented from medieval times to nowadays.

The stories of the legend of King Arthur and the Knights of the Round Table are formed by several varied chapters that include fantastic characters such as the magician Merlin or Morgan le Fay (in the most supernatural aspects of the Legend); the legend is also formed by love stories which are well known the dramatic and tragic stories between Sir Lancelot and the Queen Guinevere or between Tristan and Isolde. All these stories have inspired several works of literature, music, art or filmmaking.

It also found in this legend the search of the Holy Grail with all it spiritual meaning. On the other hand, the legend also includes some aspects to make us aware of the no death of King Arthur and his Knights, but also they are resting and they will come back if their country needs them (we can found this idea in the work of Sir Malory). Some particular places have risen to prominence: Tintagel, Glastonbury or Glastonbury Tor identified as Avalon (the place in which it is supposed King Arthur was buried). These places have become spiritual spaces of a new religion in which it is mixed the Arthurian characters with fairies or druids. In words of William Caxton (Malory’s editor and publisher), the Legend of Arthur has examples of friendship, love, bravery, gentlemanliness, and it also has at the same time samples of cowardice, hate and crime, samples of virtue and sin. This suggests that we can find a wide variety of human emotions and real values.

Although this Legend birthplace in the Middle Ages as we said before, there have been other literary works that we should take into account when studying the influences of the Legend of King Arthur. Many samples can be found but we would like to make mention to the first Arthurian poem “The Lady of Shallot” written by Alfred Tennyson in 1.832

(See appendix 4)
4.7.5. How can we teach Literature in foreign English Lessons?

4.7.5.1. Basic Competences

Before talking about how we can teach Literature in foreign English lessons, it could be a good idea to begin with the concepts of “key competences or basic competences” and “literary competence”.

According to the Royal Decree 231/2007 of July 31st, which establishes the arranging and the teachings corresponding to CSE in Andalusia, “the basic competences of the CSE are understood as the ensemble of skills, knowledge and attitudes that all the students have to achieve in this stage of education in order to their fulfilment and personal development, as well as for the citizenship, social integration and employment”.

Oxford University Express also has a definition about the basic competences in secondary education: “The ability to integrate knowledge, skills and attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations. In other words, it is the integration and application of theoretical and practical knowledge in settings outside the academic context.”

And, finally and according to the Common European Framework, the competences are: “the sum of knowledge, skills and characteristics that allow a person to perform actions. General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities.”

Lazar (1993:13) describes literary competence as “the ability to recognize themes of a text, how themes in the plot may be reflected by themes in the sub-plot, values and attitudes transmitted and the point of view of the narrator.”

Culler (1975:113-14) talked about literary competence “as a set of conventions for reading literary texts [...]” (term borrowed from Chomsky).

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6 CSE: Certificate of Secondary Education

7 Common European Framework: The CEFR was developed to provide a common basis for the explicit description of objectives, content and methods in second/foreign language education. (Definition provides by the Council of Europe).

8 A competence is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual’s knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating” (OECD, 2005)
As Lazar (1993:13) said, “it is important for teachers to identify at least some of the more important skills which make up literary competence. [...] Teachers are able to recognize this competence when see it [...]”

4.7.5.2. Introduction

Once we have defined the concepts “basic competences and literary competence”, we will focus our attention on explain how to teach literary texts in SCE\(^9\). Teach English as a Foreign Language involves teaching adolescents (12 to 18 years students) whose L1 is not English; in our case, their mother tongue is Spanish. Because of that, we should start saying that anything we teach should be extremely elected and extremely care (in order to prevent possible problems) and of course, in an adequate atmosphere.

We should consider that every student is different from the rest and their language acquisition process could be lower or faster than the others. Each student has different needs. It is demonstrated that the cooperative learning (developed in the final eighteenth century) is a good way to teach English as a foreign language. Johnson & Johnson and Holubec (1998:5) state that “cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning.” However, we, as teacher, should know that a cooperative learning implies a cooperative work and, sometimes this kind of work involves some problems that interfere in the pace of the class. That is to say, each student has to work with other partners with its advantages and drawbacks too. Social skills are important to the learning acquisition process of the foreign language. The fact that pupils have to work with others implies cooperation, respect, open minds, participation... attitudes that contribute positively to their socialization. For example, if in a class there is a shy boy / girl that never speaks because he/ she is fear of their partners’ laughs, thanks to a cooperative learning this kind of students feel more comfortable and self-confident. The fact reminds that reducing these affective and physiological barriers, the language acquisition process could be more effective. Working in a relaxed atmosphere, breaking the routine, the students feel good in class. They are able to show a better interest in the class activities and they are also able to proportionate help to their partners, but not only to proportionate it but to receive it. In this relaxing atmosphere students risk themselves talking in the new language in front of the class and the teacher without fear of ridicule.

\(^9\) SCE: Secondary Compulsory Education
The role of the teacher teaching English Literature is so important. The teacher has to be sure about what to teach, how to teach it and when teach it. She/ he has to know their students with their possibilities, needs and difficulties and, in order to this, the election of the literary text should be done with extremely care. A good teacher should prevent possible problems and misunderstandings and thus prevent the students becoming frustrated and unable to read, understand, analyze or evaluate literary texts. If a teacher prevent possible problems, it will be easier to solve them.

4.7.5.3. Using Literature as a resource

McLaren, Madrid and Bueno (2005) said: “Literature as a resource refers to the use of literary texts for language teaching purposes or other educational aspects.”

In section 3 we talked about the reasons for using Literature in class as a resource. One reason that we mentioned was literary texts are authentic materials, written originally in English. However, in most occasions because of the complexity of these texts, in ELT we normally use the “graded readers”. We can say that “Graded readers” are a set of books that teachers normally use in their classes in order to make an easier reading and understanding for the students. These books have different levels of difficulties and all the books are specially adapted for language learners (in most cases foreign learners).

We can distinguish two types of graded readers: adaptations from original text and other adaptions in simple language especially for EFL students.

4.7.5.4. Text selection and activities

As we said before, the selection of the texts is too important. We do not only have to consider when, how and what; we have to consider other factors connected to texts, for example, it will be better to choose a text that talks about a topic that the students are learning or have learned recently. We also have to consider the types of students that we are teaching (week and strong students) and one more thing, the course we are teaching. The age of the students is too important. The degree of maturity changes in every each level of the Secondary Compulsory Education. Do not ever forget that the students are teenagers; they are living in a continuous change; their interests, beliefs, hobbies... are changing almost every day. We should foster in motivation and interaction.

10 ELT: English Language Teaching
We must avoid texts that, apart from it linguistic and conceptual complexity, are not interesting enough for the students for several reasons, because story is too boring, the topic is too old...

Some authors like McLaren et al. (2005) and McLaren and Madrid (1995) suggested different stages to develop activities in order to a better understanding and comprehension of the text.

The first stage is the “pre-reading stage”: before doing activities, we should begin with a brainstorming in order to know how much the students know about the topic, the author, the characters... in this first stage the teacher could encourage the students to speculate about what the elected text means for them: the title, the author, the story, the theme (action or love story...)

The second stage is about the treatment of the text in the classroom. These authors suggest that in this stage the teacher should have solved language difficulties (difficult words and expressions); and after that, comment on the readings (questions, predictions, distinction between basic and secondary ideas...)

The last and third stage that the authors suggested, consist on explore the story. The teacher should make questions which concerned with historical, geographical and social issues. The aim of this third stage in to know how much and our students have understood about such work.

4.7.5.5. Pedagogical principles

McLaren et al. (2005) talked about the most common pedagogical principles for an approach to the use of literary texts in ELT:

- Language based principle: literary texts are introduced to present and practice language in meaningful contexts.
- Process-oriented principle: literary texts are not seen as complete products to be studied, but as tools to deal with the processes of reading and writing.
- Student-centred: in the student centre language classroom, students have to interact with the texts and with their partners through suitably integrated activities in order to build up the meaning of the text, react and respond to it. this type of classroom practice requires the teacher to let the students play a more active role.
- Task-based principle: this principle of “learning by doing” suggests that the more actively involved learners are working in class, the better their memory will work and, logically the better they will learn.
Literary texts are not only mere teaching language material. Therefore the advantages of their use bear a direct relation to their own specificity: the fact that they lend themselves to an aesthetic reading, foster creative thinking and writing and provoke a personal response in the reader, among many others. (Pérez Valverde, 1999:46)
5. DIDACTIC UNIT

5.1. Justification of this didactic unit

The Organic Law of Education 2/2006 of May 3rd (but also The Organic Law for the Improvement of the Quality of Education of 8/2013 of December 9th,) defines a didactic unit as “a short-term planning unit that embraces a series of activities and tasks designed for a particular group of students”.

It must contain a final goal, (key) competences, objectives, contents, methodological orientations and evaluation criteria. It constitutes the last level of curricular particularization and contributes to the development of the General Objectives of the Stage and the Area, and the attainment of the so-called Key Competences, as specified in the Royal Decree 1631/2006 and the Decree 231/2007.

This didactic unit represents the first quarter in the Course Planning for the 1st Grade of CSE and consequently has been included within the School’s Educational Project, that is to say, the prescriptive document by means of which the Official Curriculum (or also Basic Curricular Design) is adapted to our educational reality.

In this way, the pedagogic autonomy that the educational system offers to both educational institutions and teachers by means of an open and flexible curriculum will obtain.

We created this didactic unit because students are immersed in a bilingual program and a way of a total immersion in this program would be to know more about the history and culture from the language they are learning in order to check it is useful and represents a reality.

The didactic unit follows AICLE (Integrated Project of Language Learning content).

In this project, we will also be in relation with the Common European Framework of Reference for Languages (CEFRL).

5.2. Introduction

The unit is divided into four sessions of fifty minutes each.

It focuses on the expression of the Past Simple tense through the book King Arthur and the Knights of the Round Table by Penguin Readers.

In this book it is told the story of the mythical King Arthur and his brave knights. Students should learn the story and its vocabulary by means of the activities.
The different elements that it comprises -didactic objectives, contents, methodology and evaluation- contribute, on the one hand, to the acquisition of a FL ultimate goal: communication; and on the other, the development of the key competences.

5.3. **Contextualization**

Currently, the Salesian College is a charter school (State financed school) that integrates the three stages of education: pre-primary (6 units), primary (12 units), secondary (8 units) and classroom support integration (1 unit). It has two lines per year and a total of 620 students divided into three stages of education, and there is a teacher-classroom ratio of 25 students in pre-primary education (6 classrooms), 26 students as at the stage of Primary Education (12 classrooms), 27 students at the stage of Secondary Education (8 classrooms). The center has a pedagogical tradition of 45 years.

Nowadays, the center has a total of 41 teachers. The center has young teachers, renovated, concerned about their formation, involved in the center, with initiative. The pastoral implication is remarkable. On one hand, they are divided into various Pastoral Committees and, on the other hand, there are non-formal pastoral groups (Centro Joven and groups like Cristo Vive).

Students who are part of this center are aged between 3-16 years. Most families belong to lower-middle class existing diversity of students, as many families are dysfunctional, others affected by the current crisis and other gypsies.

During 2012-2013 the center obtains authorization as a bilingual school for elementary and primary stages.

The class consists of twenty-six students (10 boys and 16 girls), distributed in a heterogenic way, they are 12-13 years of age, a flexible group, belonging to different class-groups, since they are following the Plan of Multilingualism and Multiculturalism fostered by Andalusian Educational Authorities.

Although serious disciplinary problems are observed, aptitudes and attitudes are really noticed among students. Their curricular level comes from low to intermediate.

For debate and discussion, students should be work in pairs, so that group members may face each other. For the performance, desks and chairs should be towards the main screen, where you are giving the performance. Students can freely choose who form the group but considering the heterogeneity and diversity. The roles are separated and established according to their interests for greater motivation. Those
who share similar roles within a group can help and answer questions to other members.

Therefore, our pupils are highly motivated towards the English language, its learning and what it represents.

Anyhow, heterogeneity in class is a fact as diverse capacities, aptitudes and attitudes among pupils are easily noticed. Typically, they are sitting in rows due to a fixed arrangement of desks within the class. Despite this fact, different interactive patterns are likely to be established.

### 5.4. Timing chart

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TASK</th>
<th>TIME</th>
<th>INTERACTION PATTERN</th>
<th>TEACHING AIDS</th>
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<tr>
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<td>- Brainstorming</td>
<td>10’</td>
<td>WC</td>
<td>Worksheet</td>
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<tr>
<td></td>
<td>- Vocabulary</td>
<td>15’</td>
<td>IW</td>
<td>Worksheet</td>
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<td></td>
<td>- Task</td>
<td>5’</td>
<td>IW</td>
<td>Notebook</td>
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<td>- Describe</td>
<td>5’</td>
<td>IW</td>
<td>Worksheet</td>
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<td></td>
<td>- Oral task</td>
<td>10’</td>
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<td>- Play task</td>
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<td>- Homework</td>
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<td>5’</td>
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<td>- Oral grammar-task</td>
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<td>- Web- quest</td>
<td>50’</td>
<td>PW</td>
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<td>- Final exam</td>
<td>45’</td>
<td>IW</td>
<td>Exam</td>
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</tbody>
</table>
5.5. Methodology

We have devised work for 50 minutes each day, thus leaving some time for queries or further depth into any aspects that might occur over every lesson.

SESSION 0

Previously, before our lessons, students have read the book at home. The book’s title is King Arthur and the Knights of the Round Table. It is a short book for beginners and it is composed by forty pages.

In earlier classes our students have seen the past simple tense.

SESSION 1

What do you know about King Arthur? (Whole-class work; ten minutes) To begin with, our student will be asked as a brainstorm what they know about this King. As an introductory way, we as teachers, will ask our pupils some questions such as: do you the characters or even the place’s story?

Vocabulary (individual work; fifteen minutes) Students are provided by a worksheet about medieval vocabulary related to the story. After their individually reading, the teacher will teach and pronounce all the words and, after it, students will work with the vocabulary in order to learn it.

Match words & pictures (individual work; five minutes) Pupils are provided by another worksheet in which they will found some images and some words related to our vocabulary. After that, they have to match the vocabulary with the images.

Describe your favorite character (individual work; five minutes) Pupils have to write a small description (just two lines) about one character of the story using the past simple tense.

Let’s talk about medieval society! (Whole-class work; ten minutes) After a brief explanation about the medieval society in England, the teacher ask the students some questions in order to know if pupils were attending or not to the explanation and to know how much they know about this period.

Crossword (individual work; five minutes) to conclude this first session, we will provide our students with a crossword. Our aim here is to create a relaxing atmosphere at the end of the session. If pupils do not finish the crossword, the can do it at home.

Homework (individual work). Our students will develop some activities at home in order to reinforce their knowledge about the past simple tense.

(See appendix 5)
SESSION 2

Correction of the tasks (whole-class work; five minutes)

Reading (whole-class work; thirty minutes) Students have to bring to class the book (King Arthur and the Knights of the Round Table) and with the teacher aid, each student has to read a paragraph of the book. In this part we will solve doubts and problems concerning the book. We will read as more as possible pages during the first thirty minutes of the class.

Using the past simple tense (pair work; ten minutes) Pupils have to work in pairs. Each member of the pair has to say some phrases about the character they are in past simple and write it down. Previously, the teacher will hand out some flash cards.

Show & tell (whole-class work; five minutes) All the students have to tell the rest of the students what they have thought (in past simple tense) about their flash cards.

(See appendix 6)

SESSION 3

Web quest (work in pairs; fifty minutes) In the third session we will move to the computer’s room. There, we will work in pairs on a Web quest called King Arthur and the Knights of the Round Table during the whole class, with the teacher aid. Our aim in this class is that our students reinforce their acquire vocabulary and more aspects about medieval ages of England. We will promote the use of the ICTs in class.

(See appendix 7)

SESSION 4

Listen to the song (individual work; thirty minutes) organized in the following stages:

- Pre-listening activities: brainstorm; asking students if they know any medieval song, any title, how it is played.
- Listening activity: Listening the song two times and filling the gaps followed by the correction of the sound
- After Listening: Including the teacher, the girls and boys will be divided according to the characters of the song and will representing each one
repeating singing the song and stopping each part. After that they will be asked if they liked or not, if they would change anything and so on.

Write an essay (individual work; fifteen minutes) Students have to write a short essay about all they have learned about King Arthur, his Knights, the society, geography... The teacher will collect all the writings in order to evaluate it.

Final Feedback (individual work; last five minutes): Students will be asked to write in a piece of paper, their impressions, feelings like and dislikes about all the things we have made during all this week, trying to avoid the English class routine.

(See appendix 8)

SESSION 5

In this session our students will make a final exam (individual work; forty-five minutes)

(See appendix 9)

5.6. Basic competences to be learned

The following basic competences will be developed in our didactic unit:

- Linguistic competence (as pupils will use the four linguistic skills to establish communicative exchanges whilst be asked to reflect upon the language).
- Learning to learn competence (as learners will use strategies and resources aimed at achieving learning and obtaining knowledge).
- Cultural and artistic expressions (as students will be expected to attain some basic knowledge of major cultural works –King Arthur-, including popular culture through literature belonging to this historical period).
- Interpersonal, intercultural (Social and Civic competence) pupils will recognize and understand the mentality of Anglo-Saxon countries; for this particular case, United Kingdom.
- Literary competence (students will recognize, differentiate and understand literary texts).
5.7. Relevance to Objectives of stage and area

The way in which didactic objectives relate to both objectives of stage and area; and to key competences is shown in table.

The particular ones that I have considered and thanks to which we will offer hints about the learning the pupil is expected to get by the end of the unit are:

<table>
<thead>
<tr>
<th>DIDACTIC OBJECTIVES</th>
<th>STAGE OBJECTIVES</th>
<th>FOREIGN LANGUAGE OBJECTIVES</th>
<th>KEY COMPETENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know some aspects of the British Culture, History, and Literature</td>
<td>i, b</td>
<td>1, 2, 3, 4, 9</td>
<td>1</td>
</tr>
<tr>
<td>To recognize and use vocabulary about Medieval Literature based on the reading book</td>
<td>i, e, b</td>
<td>5</td>
<td>1, 7</td>
</tr>
<tr>
<td>To make communicative exchanges by using the expressions and structures which appear throughout the unit (past simple)</td>
<td>a, b, d, g, i</td>
<td>1, 2, 3, 4, 6, 10</td>
<td>1, 7</td>
</tr>
<tr>
<td>To know more aspects about King Arthur and the Knights of the Round Table by means of the ICTs</td>
<td>c, d, a, e, a b</td>
<td>7, 8, 9</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>DIDACTIC OBJECTIVES</td>
<td>STAGE OBJECTIVES</td>
<td>FOREIGN LANGUAGE OBJETIVES</td>
<td>KEY COMPETENCES</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>---------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>To discriminate sound consonants and silent consonants in words such as: knight- night</td>
<td>i, a, b</td>
<td>5, 10</td>
<td>1</td>
</tr>
<tr>
<td>To discriminate and practice the final –ed in the past simple</td>
<td>i, b</td>
<td>5, 6, 10</td>
<td>1</td>
</tr>
</tbody>
</table>

For better understanding of the table, the follow paragraph will explain in detail each objective mentioned above. We will only explain the objectives mentioned in the table; because of that, the following laws are incomplete.

LOE 2/2006 of May, 3rd & Royal Decree 1631/06 of December 29th states that the students must have the next capacities:

a) To assume their duties responsibly, get to know and exercise their rights respecting the others; to practise tolerance, cooperation and solidarity and to utilise the dialogue in order to consolidate human rights as the key principles of a pluralistic and democratic society.

b) To get into the habit of working individually and cooperatively, of showing effort and becoming responsible in one’s studies and to recognize these as necessary variables to succeed in school tasks and as a means of personal growth.

c) To assess and respect both the differences between sexes and the principle of equal rights and opportunities between them. To reject any kind of stereotyping that might imply man-woman discrimination.

d) To develop affective capacities within all possible spheres of their personality and social relationships, together with attitudes completely opposed to any kind of violence, prejudices and sexist stereotypes, and favouring a peaceful resolution of conflicts.
g) To develop attitudes of self-confidence, critical awareness, personal initiative, cooperation, curiosity, and interest; to foster learning to learn strategies and also skills to plan, take decisions and assume responsibilities.

i) To acquire a basic communicative competence in, at least, one foreign language in order to understand and produce FL messages.

The Decree 231/07 of July 31st of Andalusia declares that the students in Andalusia must be able to develop the following knowledge, capacities, habits, attitudes and values:

a) To develop skills in order to get into touch with other people and take part in group activities showing tolerant and supportive attitudes, rid of inhibitions and prejudices.

b) To interpret and produce adequate, autonomous and creatively messages involving the use of artistic, scientific or technical codes.

The General Objectives mentioned in the table above of the English subject in Secondary Education (Royal Decree 1631/06, Decree 231/07 & Order of August 10TH, 2007) are:

1) To comprehend global and specific information from oral texts intended for diverse communicative situations, adopting an attitude of respect and cooperation.

2) To be able to produce oral texts and interact in the course of familiar communicative events not only comprehensibly and adequately but also with certain degree of autonomy.

3) To comprehend written texts previously adapted to students’ proficiency level, interests and needs with the idea of scanning and skimming through them, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.

4) To produce brief and simple written texts aimed at different purposes and built upon distinct topics, making use of the appropriate cohesive and coherent devices.

5) To make an accurate use of the basic phonetic, lexical, structural and functional components of the FL in real communicative contexts.
6) To develop learning-to-learn strategies; to be able to apply L1 knowledge and communicative skills when trying to learn a new language. To reflect upon one’s own learning processes.

7) To utilise learning strategies and every single means at their disposal, including the new technologies of information and communication, in order to obtain, select and offer oral and written information.

8) To appreciate the value of Ls as both learning tools and as sources of distinct types of information.

9) To assess FLs –and languages, in general- as an instrument to gain access to other cultures, people, and countries eliminating any sort of cultural and linguistic stereotype.

10) To show a receptive approach towards L2 learning and to develop a self-confident attitude in one’s own capacity to learn and use a foreign language.

According to LOE 2006, the Key Competences that we can read in the table above are:

1) Competence in linguistic communication

3) Competence in knowledge of and interaction with the physical world

4) Digital and data processing

5) Competence in social skills and citizenship

7) Learning to learn

5.8. Aims for this didactic unit

The knowledge and the ability to communicate in a foreign language are closely linked with our L1 (mother tongue). It provide us a better understanding of our own culture and other ones and, apart from this, it helps us to control our own language and behavior. Thanks to the foreign language through the Literature we are able to have a better comprehension and also contact with other cultures.

It is important to say that the aim of this curricular area is not to teach a language, but to teach how to communicate through the use of it. That is to say, through this didactic unit we do not want to teach English as such in the way that for ages it has been taught; we want to encourage our students to learn English as a way of
communication, as a way to know other cultures being aware that grammar is important to carry it out.

5.9. Block of contents

As already suggested didactic objectives bear a close relation to contents, which as you know show a fourfold division into:

5.9.1. Listening, speaking and interaction
- Exchanging information with their partners in class
- Identifying and translating some expression in the story
- Producing oral messages related to the topic
- Participating in communicative activities
- Listening to a text
- Listening to a song

5.9.2. Reading and writing
- Identifying general and specific information in a text
- Locating in a map by means of the Web quest
- Writing a guided composition about students opinion relative to the book

5.9.3. Knowledge about the Language
5.9.3.1. Linguistic awareness & Reflection upon the language
Functions:
- Talking about actions that happened in the past
- Expressing likes and dislikes

Grammar:
- Past simple tense
- Nouns which change it masculine or feminine
Vocabulary:
- Words related to the story: knight, kingdom, sword...
- Vocabulary related to descriptions: Merlyn was very clever...

Phonetics:
- Pronunciation of difficult words: knight - night...
- Distinguish and pronunciation of – ed

5.9.3.2. Reflection upon one’s learning
Using the past simple in order to communicate and reflect about past actions: he was a good king; a short time after; when Arthur was a young man...
- Accepting errors as an integral part of the acquisition process of a foreign language.
- Correcting themselves and among them in oral and written texts.

5.9.4. Socio-Cultural aspects & Multicultural awareness
- Appreciate the foreign language in order to communicate.
- Know other cultures (society, religion...)
- Be aware of the existence of a culture + a language

5.9.5. Cross-curricular issues & Interdisciplinary
As far as cross-curricular issues are concerned (formerly known as cross-curricular contents), we cannot forget that these promote the development of adopting a personal attitude towards social matters. In this unit, multicultural education and education for peace are obviously fostered.
It goes without saying that cooperation with the areas of Geography, History and Technologies. The Spanish Language should become a need in order to comply with the integration policy of our curriculum, as regards interdisciplinary elements.
Cross-curricular issues

- Multicultural education
- Education for peace
- Moral and civic education

Interdisciplinary aspects

- Geography and History
- Technologies
- Music

5.10. Evaluation

5.10.1. Evaluation Tools

Instruments of evaluation

- Oral feedback provided by students
- Correction of tasks and oral production
- Successful interaction when developing their final task
- Successful development of the Web quest.
- Successful development of the exam.

5.10.2. Evaluation Criteria

The process that permits both teachers and students to know to what extent we are carrying out and obtaining the results we aimed for is called evaluation.

It is conceived as a dual system as it covers the learning process, on the one hand, and the teaching process on the other.

As for the later, we should add that the teaching process would be assessed by considering the adequacy of the teaching unit to the group of students; the suitability of resources and materials; the appropriate interaction within the classroom...as the most representative strategies.

Last, we should add that this didactic unit means, as its name implies, but a mere declaration of intentions in terms of teaching practice. However, being our students the main actors/actresses in the stage that the classroom provides, we must be open
to adapt it to what they need, to the specific characteristics of each group of students and to the changing reality of life itself.

With respect to the former, the answers to what, how and when to evaluate are satisfied, first, by the establishment of criteria of evaluation:

- Whether or not students can interact orally with other classmates, sharing information about King Arthur’s story.
- Whether or not they can extract general and specific information from oral and written text (King Arthur and the knights of the Round Table).
- If pupils can make communicative exchanges by using the past simple through the unit.
- If pupils are able to express their own opinions about the theme.
- If learners are able to describe the characters’ story.
- If pupils can use Internet to obtain information about other countries, people or languages.

The evaluation criteria is established according to a rubric (see appendix 10) (individually and as a group), the total score, will be incorporated as 40% in the final mark of the evaluation. This will be annotated by the teacher with a rigorous observation and monitoring during all the sessions and the final tasks students should provide at the end of some of the lessons.

The other 60% is related to the final exam qualification.

So, we will establish two basic moments: throughout the unit as a continuous evaluation; and, finally, at the end of the unit, a final evaluation.

We will check if our students have acquired or not all the objectives and contents purposed for this didactic unit.

5.10.3. Individual Student’s Evaluation Sheet

As we have seen in the methodology of this didactic unit, in our third session our students will work in a Web quest. Through such Web quest called “King Arthur and the Knights of the Round Table”, our students will realize how much they have learnt about the legend of King Arthur. And, through the activities, worksheets and the exam, they will realize if they have learnt or not the grammar.
5.10.4. Teacher’s Self Evaluation Sheet

First of all, the teacher has to evaluate if the space in which she or he is teaching is adequate for the students and for the proper operation of the whole classroom. A well-organized classroom is the perfect background to teach and learn.

Using simple and accessible materials, the functioning of the class will go on avoiding possible drawbacks. Some elements like temperature (so hot or so cold), lighting (darkness or brightness), and the noise level (if in the corridor of outside there are other persons making so much noise affect directly to our students attentions) could affect our students in different ways and are directly related to the individual learning and to the disrupt of the class.

After each session, we, as teachers, should realize if our activities are accessible for everyone and if it are different or not from the other daily activities and methodologies. If the pupils are enjoying in class it could be because we have chosen good activities but, in the contrary, if they are nervous or bored, something could be wrong. This is one way of self-evaluation; in most cases, asking the students how was the class we can realize if our work is good or not or even if we can change things to a better understanding and learning. Collecting our students perceptions would directly determine how effective are our learning.

Family involvement is necessary for successful schooling. If the parents are involved actively with the students and with the teachers, the procedure of the classroom would be better. For example, in our case, if we had involved parents, all the students should have read the mentioned book (King Arthur and the Knights of the Round Table) before coming to class and not during the reading in our second session.

The most important thing in order to make a self-evaluation is ask yourself after every each session if you have achieved your objectives or not. Throughout the survey and the final feedback we will also see the effectiveness of our work.

5.10.5. Students Self Evaluation Sheet

It is demonstrated that if the students are able to recognize the degree of difficulty they will be more motivated to complete the tasks rather than reject it. The teachers who use a final feedback promote the student’s participation in class because the pupils will talk about the class working and if they have learnt or not.
5.11. Materials and resources

- Audiovisuals Classroom (Internet, computers...)
- The book: King Arthur and the Knights of the Round Table. Penguin Readers. Level 2
- Worksheets
- Notebooks

5.12. Recoveries strategies

If our students do not achieve the minimum requisites given in this didactic unit, they will be following up through daily observation, evaluation and other methods such as the following:

- Individual extra worksheets.
- Level of participation in the class.
- Individual behavior (respect for others and the knowledge on how to be in class).
- Written exam at the end of the course.

5.13. Special Attention to Students with Special Needs

Order of July 25, 2008, by which regulates attention to the diversity of pupils enrolled in basic education centers public schools in Andalusia:

• Grouping of subjects in areas
• Program activities for our freely available, offer own electives and grouping optional subjects in 4th of Compulsory Education
• Initial Vocational Training Programs
• Curriculum Diversification Programs
• Strengthening Programs.

The following activities will be developed according to:

- Extension activities for faster finishers.
- Reinforcement activities for slow learners.
Private tuition and personal treatment of slow learners and more time for them to do the same task.

5.13.1. Activities attention to diversity

ACTIVITIES FOR STRONG STUDENTS “EXTENTION ACTIVITIES” (Taken from the reading book).

1. Read the Introduction and answer these questions. Open answers
   a) How did Arthur become King?
   b) Where did the Saxons come from?
   c) When did King Arthur live – perhaps?
   d) What were people interested in when they wrote these stories?
   e) Who wrote a book of these stories in 1484?

2. Work in pairs. Write the story of Tristram (Chapter 7). Use these words to help you. They are in order:

```
Woods-poison-a fire-an uncle-a fight-a wound-a harp-black helmet-a marriage-a lake-a castle-swords-a song and a smile
```

Possible points

- he was born in the woods – his mother died there
- his father’s second wife put poison in his wine
- his father wanted to put his second wife on a fire but Tristram stopped him
- he went to live with an uncle, King Mark
- he had a fight with Sir Marhaus, the son of the King of Ireland
- Sir Marhaus gave him a wound and he had to go to Ireland to get someone to make it better
- he met Isolt, the daughter of the King of Ireland and she made it better – in return he taught her the harp Sir Palamides was another knight who loved Isolt; he had a black helmet; Tristram fought him and told him not to speak to Isolt again
• King Mark and Isolt married
• Sir Palamides took Isolt away – she ran away from him and thought about jumping in the water of a lake
• Sir Atherp found her and took her to his castle
• Tristram came to the castle and fought Sir Palamides – Isolt saved Palamides.
• Mark saw Tristram singing a song to Isolt – she was smiling – he killed Tristram

ACTIVITIES FOR WEAK STUDENTS “REINFORCEMENT ACTIVITIES”

1. Choose the correct words.
   a) Where was / were you yesterday afternoon?
   b) Oh, I (1) was / were at the library.
      a) No, you (2) wasn’t / weren’t. The library (3) wasn’t / weren’t open. (4) Was / Were you at the shopping center?
      b) No! I (5) wasn’t / weren’t at the shopping center. OK, I (6) was / were with Xiana and we (7) was / were at the café. Why? (8) Was / Were there a party or something?
      a) No, it (9) was / were the football match. We (10) wasn’t / weren’t very good. Thanks to you, there (11) was / were only ten players in our team!

2. Look at the sentences. Then write the past simple negative form of the verbs.
   a) He walked home. He didn’t walk home.
   b) I played football. I (didn’t play) did not play football.
   c) We prayed. We (didn’t) did not / didn’t ___________.
   d) She washed. She (didn’t) did not wash / didn’t wash _____.
   e) The spider jumped. The spider (didn’t) did not jump / didn’t jump _____.
   f) You travelled by train. You (didn’t) did not travel / didn’t travel _______ by train.
3. Read the text. Then complete the sentences. Use the affirmative or negative past simple form of the verbs in the box.

<table>
<thead>
<tr>
<th>Check-</th>
<th>like-</th>
<th>play-</th>
<th>stay</th>
<th>stay</th>
<th>travel</th>
<th>be</th>
</tr>
</thead>
</table>

“"I’m Dino. Last summer, my family and I weren’t at home. We were in Italy. We were at my grandparents’ house. There wasn’t a computer at their house. One day, I played in a football match on the beach. Football was fun, but my favorite activity was surfing."

Last summer, Dino and his family didn’t stay at home.

a) They ____ travelled to_________ Italy.
b) They ____ didn’t stay in their grandparent´s ___house.
c) Dino __did not check his ________ emails.
d) He _______did not play______ tennis on the beach.
e) He really ____likes surfing_______.
5.14. Conclusions

As a summary of this project, we can say that the middle Ages were not only a simply epoch, but also it was a live style. It was an epoch which had itself ethics, rites, traditions and even heroes. The knights were the protagonists of the wars, tournaments and courtly parties. The numberless chivalrous texts that were written during the middle ages became mixed up with the real world. Such was the case that, in general, the children of the court used to receive an early special education. In the early years of their training, the young knights learned the culture reading books or listening to epic songs. After, they learned how to ride their horses and how to hunt. When the young knights became teenagers were ready for the weapons.

As we could read at the beginning of this project, during these ages, a lot of authors wrote medieval works in Great Britain, but it did not happen only in the Isles. Around Europe, there was a similar movement. For example in Spain, Miguel de Cervantes wrote *Don Quijote de la Mancha* (1605) and in France, Chrétien de Troyes wrote *Lancelot, the Knight of the Cart* (1176-1181).

The society, the literature and our lifestyle have been changing over time and because of that, we want to make our students well aware of that. The literature that they are going to study is real, a part of our common cultural heritage. Behind the fantastic story of King Arthur and his Knights, there was a real context, the middle ages in Great Britain.

All our students are different so we have to pay attention to the diversity in our classrooms. We will realize it observing our different groups and applying all the necessaries strategies to achieve our main objective: use and feel the second language as a way of communication in order to know new people and cultures. Such activities are only a proposal because we do not put it into practice.

Students should not study a foreign language without knowing the country where the language is used.
6. BIBLIOGRAPHY

6.1. For the epistemological Framework


6.2. Secondary sources


6.3. For the didactic unit

- Decree 231/2007, of July 31st, which establishes the arranging and the teachings corresponding to CSE in Andalusia
- Flash cards activity (Accessed on 14/08/2015)
  [http://www.michellehenry.fr/kingarthur.htm](http://www.michellehenry.fr/kingarthur.htm)

- King Arthur and the Knights of the Round Table Web Quest (Accessed on 07/07/2015)

- Law for Education in Andalusia (LEA) 17/2007 (Dec, 10th)

- Monty Python- Knights Of The Round Table/Camelot Song (Accessed on 18/09/2015)
  [https://www.youtube.com/watch?v=lfGpVcdqeS0](https://www.youtube.com/watch?v=lfGpVcdqeS0)

- Order of August 10th, 2007 by means of which the curriculum corresponding to CSE in Andalusia is developed

- Order of August, 10th, 2007, which regulates the evaluation of the learning process in CSE

- Order of March 17th, 2011, which modifies the Order of August, 19th, 2007, about the evaluation of the learning process in CSE

- Organic Law for the Improvement of Education (8/2013 Dec, 9th)


- Royal Decree 1631/2006, of Dec 29th, whereby the minimum teachings corresponding to CSE are established


- The rest of the activities have been created by the author of this project.
APPENDIX 1

The Invention of a glorious past: the Neo-Druids

In the last 300 years has been developed in Great Britain and in France great interest in the Celtic culture. There appeared grouping inspired by the druids world, but no specific details were known about their practice and their rituals and because of that, they ended up inventing it.

People who are part of these groups are called neo-druids. They gather on the dates of the celtic festivities, dressed in long white robes and false beards. They manifest special predilection for Stonehenge, in spite of today, it is known that it is not a celtic construction, but older.

Some very important people took part in this kind of groups; this is the case of Winston Churchill, the first British Minister and one of the most important politics of the twenty century.

Since the 1970s, the neo-druids groups have achieved a greater degree of effect. All these groups are preserving their own religion and their traditional roots are still alive, they defend their cultural and natural heritage. They want to rekindle previous beliefs, the beliefs which were before the Christianity, and the cult of nature is like a deity.

Neo-druids celebrating in Stonehenge, England (Image took from Google Images)
APPENDIX 2

The earliest surviving written record that mention the name Arthur: Adomnan’s Life of Columba, a manuscript of the seventh century. (Stadtbibliothek, Schaffhausen: MS Gen.1, f.19) “Arturius is mentioned on the first line”.

(Text and image took from Barber (1986:12))
The Gododdin, a thirteenth century manuscript of a much earlier poem (Cardiff Public Library MS 1, f.37) Arthur is mentioned at the foot of the page.

(Text and image took from Barber (1986:13))
APPENDIX 3

The opening page of a twelfth-century copy of Geoffrey of Monmouth’s History of the Kings of Britain. The text starts at the point where there is an Initial of a charging knight. (Bürgerbibliothek, Bern, MS 568, f.18.)

(Text and image took from Barber (1986: 26))
APPENDIX 4

The magic sword Excalibur is returned to the lake by Bedivere; a hand rises from the water and seizes it. Arthur, mortally wounded, awaits Bedivere’s return. From a northern French manuscript of c. 1316 (British Library, MS Additional 10294, f.94)

(Text and image took from Barber (1986: 76))
The marriage of Arthur and Guinevere, a miniature from a copy of the Chronicle of Hainault prepared for Phipil the Good of Burgundy and illuminated by Guillaume Vrelant about 1468. The architectural setting and brilliantly coloured clothes are typical of Vrelant’s work. (Brussels, Bibliothèque Royale Albert Ier, f.39v)

(Text and image took from Barber (1986:14))
La Morte D’Arthur by the Scottish artist, James Archer (1823-1904), exhibited at the royal Academy in 1861. It shows the dying king attended by three queens, while the barge that is to bear him to Avalon lies offshore. To the right, an angel hovers with the chalice of the Grail, an original addition to the scene. (City Art Galleries, Manchester)

(Text and image took from Barber (1986:17))
APPENDIX 5

ACTIVITIES FOR SESSION ONE

1. What do you know about King Arthur?

2. Vocabulary

LIST OF VOCABULARY (HAND OUT)

- KING: REY
- QUEEN: REINA
- WIZARD: MAGO
- WITCH: BRUJA
- SWORD: ESPADA
- KNIGHT: CABALLERO
- KINGDOM: REINO
- VASSALS: SIERVOS
- GRIAL: SANTO GRIAL
- CASTLE: CASTILLO
- ARMY: EJERCITO
- MAGIC: MAGIA
- POWER: PODER
- LOYALTY: LEALTAD
- ARMOR: ARMADURA
- PRINCESS: PRINCESA
- PRINCE: PRINCIPE
- MAGIC WAND: BARITA MAGICA
- WEAR: LLEVAR PUESTO
- ARCHER: ARMADURA

- LORD: SEÑOR
- OLD: VIEJO
- YOUNG: Joven
- TALL: ALTO
- SHORT: BAJO
- HAIR: CABELO
- DRESS: VESTIDO
- BEARD: BARBA
- LONG: LARGO
- TRAJE: SUIT
- HAT: GORRO/SOMBRERO
- CATAPULT: CATAPULTA
- GATE: PUERTA
- BRIDGE: PUENTE
- HELMET: CASCO
- TOWER: TORRE
- LANCE: LANZA
- ARROW: FLECHA
- BOW: ARCO
3. Match words & pictures

MATCH THE PICTURES WITH THEIR CORRESPONDING IMAGE:
CASTLE- MAGIC WAND- WITCH- KNIGHT- GRIAL-
ARMY- VASSAL- SWORD

4. Describe in two lines your favorite character of the story using the past simple tense.

My favorite character is Merlin. He was a wizard. He lived in Camelot....
5. Let’s talk about medieval society!

What do you think about medieval society?
Were men and women treated equally?
How was the society organized?
Has the population privileged?
What do you think about being a knight?
Questions, doubts?

6. Complete the following crossword:

Knight- archer- bow- horse- prince-princess- court- king- queen- catapult-sword-arrow-gate- bridge- tower-lance- helmet- armor
7. HOMEWORK

A) Complete. (Completa)

<table>
<thead>
<tr>
<th>VERB</th>
<th>PAST SIMPLE</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch</td>
<td>Caught</td>
<td>Coger</td>
</tr>
<tr>
<td>Fight</td>
<td>Fought</td>
<td>Pelear</td>
</tr>
<tr>
<td>Paly</td>
<td>Played</td>
<td>Jugar</td>
</tr>
<tr>
<td>Breed</td>
<td>Bred</td>
<td>Criar</td>
</tr>
<tr>
<td>Hunt</td>
<td>Hunt</td>
<td>Cazar</td>
</tr>
<tr>
<td>Fall</td>
<td>Fell</td>
<td>Caer</td>
</tr>
<tr>
<td>Hurt</td>
<td>Hurt</td>
<td>Herir</td>
</tr>
<tr>
<td>Sit</td>
<td>Sat</td>
<td>Sentarse</td>
</tr>
</tbody>
</table>

B) Complete the following phrases with the correct form of the past simple. (Completa las siguientes frases con el verbo en su forma correcta en pasado simple)

- Yesterday I ..........stayed..............(stay) at home.
- Last week, my family ..........had..............(have) coffee in my grandma´s house.
- My teacher ..........sang.................(sing) very well in the theatre last night.
- I ..........enjoyed...............(enjoy) meeting your friends.
- My sister......borrowed..............(borrow) a book from my brother.
- I ..........lived......................(live) in Poland for two years.

C) Highlight the verbs which are in Past Simple and write their meanings. (Señala los veobos que están en pasado simple y escribe sus significados).

APPENDIX 6

1. Correction of the crossword.

2. Reading

3. What did you do last week, month, year, yesterday...? You have to work in pairs. Imagine you are one of the characters which are in the following flashcard. Then, write some sentences in past simple about your character.

http://www.michellehenry.fr/kingarthur.htm#son

4. Tell me about you! Tell the rest of the class what you wrote about your character’s story.
APPENDIX 7

http://websidestories.pagesperso-orange.fr/Arthur/index.htmç
APPENDIX 8

1. Listening the following song and fill the gaps:
(https://www.youtube.com/watch?v=lfGpVcdqeS0)

GIRLS:
........
The town that never sleeps
It's Camelot!
ALL KNIGHTS:
We're ...the knights... of the round table
We ...dance.. whenever we're able
We ...do.. Routines and chorus scenes
With footwork impact-able
We ...dine.. well here in Camelot
We ...eat... ham and jam and spam a lot
We're Knights of the Round Table
Our shows are for-mid-able
But many times, we're given rhythms
That are quite using-able
We're opera mad in Camelot
We ...sing... from the diaphragm a lot
(dance sequence)
PRINCIPAL KNIGHTS:
We're knights of the table
Although we live a fable
We're not just bums
With royal mums
We've brains that are quite able
We've a busy life in Camelot.

SOLO MAN:
I ...have. to push the pram a lot.
(dance sequence)

ARTHUR:
Ladies and gentlemen - The Lady of ...
the lake...

LADY OF THE LAKE:
Once in every show
There ...comes.. a song like...this
It starts off soft and low
And ends up with a kiss
Oh, where is the song that goes like this?
Goes like this?
A ...sentimental... song
That cast a magic spell
They will all hum along
And we'll all overact, overact like hell
'Cos this is the song
Yes this is the song
Oh this is the song that goes....likes....
(Lady of the Lake - scats)
(Arthur - scats)

LADY OF THE LAKE:
They're Knights of the Round Table
ARTHUR: They dance when e'er they're able
LADY OF THE LAKE: They're Knights
ARTHUR: Not days, but Knights
LADY AND ARTHUR: Not ... not ..... Not late afternoon
But Knights of the Round Table
Round Table
Round Table
ALL: Round Table
Run amok in Camelot
It doesn't suck in Camelot
(spoken)
WE WON!
(sung)
We're Knights of the Round Table
We dance when e'er we're able
We do routines and gory scenes
That are too hot for cable
We eat ham and jam
We eat ham and jam and spam a lot
ALL:
(spoken)
SPAMALOT!
So try your luck in Camelot

2. Now we are going to play the song dividing the class in girls, main knights and solo men, lady of the lake.... stopping the song in this interventions and singing aloud when it takes place

3. Write a short commentary about all you have learned all these days about King Arthur, society, history, culture, geography and so on...

King Arthur lived in the middle Ages. We do not know if he really existed...

4. Complete the following survey as a kind of feedback in order to know your opinion about the activities done.
Name:
Course:
Date:

- Which activity did you like and why?

- Which activity did not you like and why?

- Which would you change?

- In a scale mark the activities from 1 to 10

1 2 3 4 5 6 7 8 9 10
APPENDIX 9 (Final exam)

Name:
Course:
Date:

1. Vocabulary.
   Mago: wizard
   Bruja: witch
   Espada: sword
   Castillo: castle
   Puente: bridge
   Armadura: armor
   Señor: Lord
   Casco: helmet
   Princesa: princess
   Barba: beard

2. Write five phrases using the words above (if it possible, sentences in past simple).
   The wizard Merlin had a big and white beard.
   The princess was in the bridge with her friends...

3. Write ten words related to King Arthur and his Knights and make sentences.
   Knight- castle- horse-armor-queen- king- wizard- lake- sword-stone-...
   a) The knights slept in a small castle near King´s castle.
   b) King Arthur´s horse was white.
   c) ...
4. Complete the following sentences.

a) Maria ........sat.......(sit) in the wrong chair.

b) My friends.............met.........(meet) at the bus station at 20:00 p.m.

c) Did you......like.........(like) the game? No, I ..........didn´t / did not........

d) Did they ..........work..............(work) last Saturday in the petrol station? Yes, ......they did......

e) Why are you buying a new one? Because last week I ..........broke.........(break) the old one.

f) He........did not sleep...........(not sleep) in the new hotel.

g) Henry ..............was........(be) in New York with his friends last year.

5. Write in ten lines about King Arthur and the Knights of the Round Table.

The story of King Arthur starts...

6. Translate the following fragment of the book that you have read.

King Arthur went to the north and the east with his knights and fought the Saxons. Then they came back and stopped in the town of Camelot. Arthur made it the most important town in the country. It was now his home, and the home of his brave knights.

One day King Arthur visited his friend, King Leodegraunce. He had a daughter and she was the most beautiful woman in England. The daughter's name was Guinevere. When he went back to Camelot, Arthur could not stop thinking about her.

'I love Guinevere and I want to marry her,' Arthur told Merlin. King Leodegraunce was very happy. Arthur was a good and brave man — a good husband for his lovely daughter.

So Arthur and Guinevere went to church and the Archbishop married them. Everybody enjoyed a wonderful party in Camelot.

Then Merlin made a large round table for King Arthur's knights in Camelot. There were 150 places at the great wood and stone table. King Arthur gave his best and bravest knights a place at the Round Table. Each knight had his place at the table, but no chair was better than another chair. Nobody sat at the top of a round table and nobody sat at the bottom.

'The names of the Knights of the Round Table will be famous!' cried Merlin.
El Rey Arturo fue al norte y al este con sus caballeros y lucharon con los Sajones. Después, regresaron y pararon en el pueblo de Camelot.

7. Complete the following questions.

a) Where did Arthur and his Knights stopped? **They stopped in the town of Camelot.**

b) Who was the most beautiful woman in England? And, who was her father? **The most beautiful woman in England was Guinevere. Her father was King Leodegraunce.**

c) Was King Leodegraunce sad because of the married? **No, he wasn´t. He was very happy.**

d) How many places were at the Round Table? **There were 150 places.**

e) Who made the Round Table? **Merlin made the Round Table.**

8. Did you really read the book? Answer the following questions.

In the final chapter, who said or thought these things?

(a) King Arthur is dead. **Merlin**

(b) I will die first. **Uther**

(c) I am dying. **The Knights**

(d) Do not fight Mordred now. **The Archbishop**

(e) This is an unhappy day. **Arthur**

(f) Go to the lake and throw it in the water. **Sir Ector**

(g) I saw the water, the sky and the stones. **Arthur**

(h) Go quickly, because I am dying. **The knights**

(i) I knew these ladies when they lived. **Merlin**

(j) I will come again one day, when my country asks for me. **Arthur**
## APPENDIX 10

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>VERY GOOD 5-4</th>
<th>AVERAGE 2-3</th>
<th>POOR 1-0</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP MARK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions in the grouping activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates the majority of time</td>
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<tr>
<td>Participates some times</td>
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<tr>
<td>You do not participate at all</td>
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<tr>
<td>Use of ITCs (Webquest)</td>
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</tr>
<tr>
<td>You complete All the Tasks</td>
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<tr>
<td>You complete at least a half</td>
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<tr>
<td>You complete less than one</td>
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</tr>
<tr>
<td>Reading</td>
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<tr>
<td>You read well and understand all the questions from the book</td>
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<tr>
<td>You understand the book and the activities more or less</td>
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<tr>
<td>You do not understand or doing anything</td>
<td></td>
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<tr>
<td>Writing</td>
<td></td>
<td></td>
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<tr>
<td>You do not have spelling/grammar mistakes</td>
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<tr>
<td>You got a few grammar/spelling mistakes</td>
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<tr>
<td>Your writing is full of mistakes</td>
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<tr>
<td><strong>INDIVIDUAL MARK</strong></td>
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<tr>
<td>Provision of activities</td>
<td></td>
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<tr>
<td>Complete everything</td>
<td></td>
<td></td>
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<tr>
<td>Complete some of them</td>
<td></td>
<td></td>
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<tr>
<td>Complete one or less</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Personal work and group involvement (helping attention to diversity)</td>
<td>Complete everything</td>
<td>Complete some of them</td>
<td>Complete one or less</td>
<td></td>
</tr>
<tr>
<td>Excellent cooperative work. The student is actively involved in the group tasks, helping and showing interest in the topics.</td>
<td>Good cooperative work although the student could improve his/her collaborative skills and show more interest.</td>
<td>The student does not show any interest in collaborating with the group, he/she does not participate or supports the group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>