PONTEFRACT
ACADEMIES TRUST

OUT OF LESSON WORK

TERM 1

ENGLISH

YEAR 7

PONTEFRACT
ACADEMIES TRUST

Aims and objectives of Week 1:

Explore the contemporary influences on Golding and his writing of Lord of the Flies

Engage with a variety of social, historical, political and cultural contexts and background information from the time the novel was first published in 1954.

Familiarise with the central themes of Lord of the Flies

Understand what is meant by the purpose, audience and tone of a text

Understand the techniques used in developing an argument.

Week 1 vocabulary to learn using a dictionary:

Democracy

Civilisation

Savage
Savagery

Anarchy

Human Nature

Dystopian

Violence

Novel

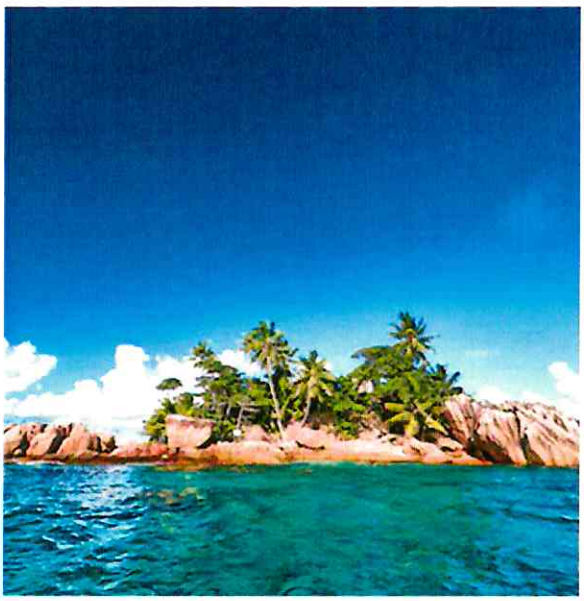
Paradise

Idyllic

Task 1:

Write down the name of two authors you studied at primary school.
Insert a pronoun to complete the sentence below.
"Everyone loved the music _____ was played last night"
Name one technique you could use in a piece of descriptive writing.
What might influence what an author writes about?

You have crash landed on a desert island.



What 5 things are you going to do first?

Task 2:

Read the following contextual information about William Goulding and answer the following questions:

Golding was horrified by what war revealed about people's capacity to harm their fellow humans. He was appalled by what happened in the Nazi concentration camps, and by the way the Japanese mistreated their prisoners. He was appalled too by the consequences of the British and American mass bombing against civilians - and even by what he himself did as a naval officer.
During the war the British justified all the destruction they wrought on the grounds that they had 'right' on their side, but Golding came to question this smug assumption. He gradually learned to see all human nature as savage and unforgiving: he knew that even the 'goodies' can become 'baddies'.
World War 2 ended in 1945. The United Nations was set up after the war to try to ensure that a global conflict never happened again, but in 1954, when Lord of the Flies was published, the threat of a nuclear war was still very real. It was entirely
plausible to the novel's original audience that an atom bomb really could destroy civilisation

Write down…

1 fact you've learned about William Golding
1 fact you've learned about World War II
1 fact you've learned about Lord of the Flies
1 prediction for what may happen in the novel

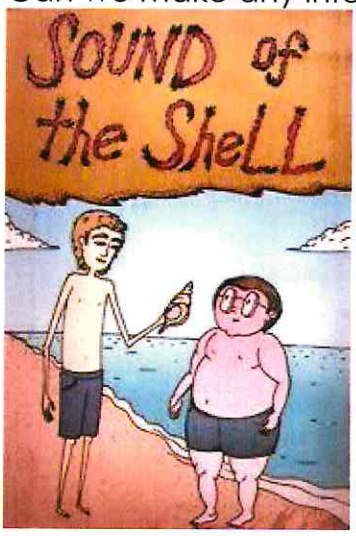
Who wrote Lord of the Flies?
What jobs did he have before becoming an author?
What happens at the start of Lord of the Flies?
Name one person you consider to be a leader
Rewrite the below sentence so that it is correct:
Its 3pm and their are people out walking they're dogs.

What makes a good leader? What qualities would they need to survive on a desert island?

1
2
3
4
5

Dystopia: A society characterised by human misery. Dystopian novels explore social and political structures that have a dark and sinister side to them: they have been degraded, or have evolved into something harsh and domineering.
They usually follow the theme of how protagonists adapt and survive in environments that we would find uncomfortable or oppressive; a way of life that is generally headed to an irreversible oblivion.

Now Let's read up until Page 22.
What happens?
What characters do we meet?
Can we make any inferences about what the characters are like?



1. Where are the boys?
2. What medical condition does Piggy have?
3. What did Golding think about rules?
4. Who does Piggy meet?
5. What are they about to do?
6. What is an inference?

Task: Writing an article

We can use DAFOREST when writing persuasively. Write these definitions into your book and then give a short sentence as an example.
Direct Address: The text speaks directly to the reader
Alliteration: A group of word beginning with the same letter or sound
Facts: True statements
Opinion: A belief that cannot be proven to be true
Rhetorical Question: A question that does not require an answer
Emotive Language – Words which elicit a powerful response
Statistic: Numerical facts and data
Triple/Rule of Three: Listing three things in a sequence
We are going to write to argue.
Imagine your class faced the same scenario as the boys in Lord of the Flies. Everyone is going to come together and decide who should be leader.
Write a speech arguing why you (or somebody else) should be leader
Start planning: Bullet point some reasons why you should be chosen as leader

Write your first paragraph
Pick one of your bullet points and explain why this will make you a good leader. Try and use any of the DAFOREST techniques if you can.

Dear classmates,

I believe I should be elected leader as I am the right person to handle things in a crisis. I am calm under pressure and will make sure that this idyllic island does not turn into a violent dystopia. I approach things calmly, which is why I was top of the class last year. I am cool, calm and collected.

Aims and objectives of Week 2:

Use our reading of chapter one to gain knowledge of the characters, plot and themes of Lord of the Flies

Explore the biblical allusions in the early chapters of Lord of the Flies – The Island as Garden of Eden

Explore how different sentence structures can create different effects for the reader

Explore how sentence structures can influence purpose, audience and tone

Use writing workshop to address SPAG issues and improve vocabulary

Week 2 vocabulary to learn using a dictionary:

Biblical

Religious

Spiritual

Hierarchy

Working-class

Middle-class

Class System

Authority

Obedience

Foreshadowing

Motif

1. What is the purpose of a newspaper?
2. What is the audience for 'A Very Hungry Caterpillar'?
3. What has happened so far in Lord of the Flies?
4. Give an example of direct address

The Garden of Eden
According to the bible, the Garden of Eden was a paradise on earth, inhabited by the first man and woman – Adam and Eve.
Adam and Eve live a blissful existence there until they are tricked by a snake to eat a forbidden apple, after which they are expelled by God.
The story of the Garden of Eden is used to explain human progression from a state of innocence and bliss to the present human condition of knowledge of sin, misery and death.

What does a littlun claim to have seen on the island in chapter 2?
What is an allusion?
Who told Eve to eat the apple in the Garden of Eden?
Give an example of an allusion
Give one reason why a writer may use an allusion?

Match the word to the definitions:
When an author mentions or hints at something that will happen later in the story
A dominant or recurring idea in a literary work.

The fundamental and often universal ideas explored in a literary work
Objects, characters, figures and colours used to represent abstract ideas of concepts.
An expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference.

Themes
Symbols
Motifs
Allusion
Foreshadowing

Grammar task:

Identify whether these sentences from Chapter 2 of Lord of the Flies are simple, compound or complex.

The boys were dancing. The pile was so rotten, and now so tinder-dry, that whole limbs yielded passionately to the yellow flames that poured upwards and shook a great beard of flame twenty feet in the air. For yards round the fire the heat was like a blow, and the breeze was a river of sparks.

What do we associate with Britain?

"Then dog-like uncomfortably on all fours yet unheeding his discomfort, he stole forward five yards"

"and for a minute became less of a hunter than a furtive thing, ape-like among the tangle of trees"

What do these two descriptions of Jack have in common?

What do they show us about his character at this point in the novel?

Civilisation v Savagery?

Civilisation	Savagery

Try and find quotes from Chapter Three

Aims and objectives of Week 3:

Use our reading of chapters two and three to further develop our knowledge of the characters and plot Lord of the Flies

Explore the themes being developed over the course of the novel

Understand the form, audience and purpose for writing a letter.

Be able to use a variety of writing techniques in creating a non-fiction text.

Build on our knowledge of sentence structures to create effective non-fiction texts.

Use writing workshop to address SPAG issues and improve vocabulary

Vocabulary to learn using a dictionary in Week 3:

Empire

Exceptionalism

Masculinity

Patriarchy

Spirituality

Hallucination

Antagonism

Barbaric

Civility

Hostile

Instinctive

Mutiny

Writing Task:

"**Flower and fruit grew together on the same tree and everywhere was the scent of ripeness** and the booming of a million bees at pasture. Here the littluns who had run after him caught up with him. They talked, cried out unintelligibly, luffed him towards the trees. Then, amid the roar of bees in the afternoon sunlight, **Simon found for them the fruit they could not reach**, pulled off the choicest from up in the foliage, passed them back down to the endless, outstretched hands. When he had satisfied them he paused and look round. The littluns watched him inscrutably over double handfuls of ripe fruit"

Write down the correct spellings of the following words:

Believe/Beleive
Receive/Recieve
Reciept/Receipt
Species/Speceis

2. Group these words together dependent on how the 'ou' sound is pronounced:

Mouth **Couple** **Pouch** **Mount** **Group**

Task 2: On your mini-whiteboards, write down the adjectives from the sentences that appear.

a) All alone, he waited for the phone to ring.

All alone, he waited for the phone to ring.

b) The snoring was persistent.

The snoring was persistent.

c) Afraid and upset, they hide from their owners.

Afraid and upset, they hide from their owners.

We've seen evidence of the boys behaving civilised, but also some indications that they are becoming more savage. Which may foreshadow future events.

In your groups, discuss any moments from the book so far in which the boys have behaved in a civilised way, and any instances in which they have not.

Try to make a list of 3 examples of Civilisation, 3 examples of Savagery. Then feed back to the whole class.

Aims and objectives of Week 4:

Use our reading of previous chapters to further develop our knowledge of the characters and plot Lord of the Flies.

Explore the themes being developed over the course of the novel

Be able to use a variety of writing techniques in creative writing.

Vocabulary to learn using a dictionary this week:

Savage

Atavism

Civilisation

Conditioning

Malevolent

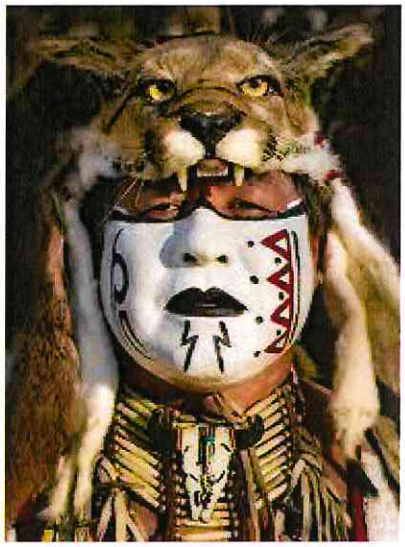
Primitive

Antagonism

Patriarchy

1. List one thing that happened in Chapter 3.
2. What does 'uninhabited' mean?
3. Use 'triumphant' in a sentence.
4. What does 'exasperation' mean?
5. What is an allusion?

Read from: 'Roger remained watching the littluns' on p.76
To: 'lost interest in stones and wandered off' on p.78



Thinking task to discuss in pairs:

Why might people wear face paint? What impact does it have? How does it change Jack?

CHALLENGE: How does Golding show the gradual loss of civilised behaviour? Do the boys maintain any sort of civil code?

1. What stops Roger directly hitting the littlun?
2. What does Piggy represent in the novel?
3. What is happening to the boys? Consider the chapter title.
4. What dos the novel say has happened to civilisation where they've come from?
5. What happens to the signal on the mountain?

Extend: What is the symbolic importance of Jack using face paint?

Which is showing? Which is telling?
Which version do you prefer and why?

1. As he cleared his desk, Peter was in a furious mood.

2. Peter cleared his desk, snatching at heaps of paper and hurling them into the bin.

Imagine a character waiting in a queue at a post office. He is in a terrible hurry to get money out, in order to go across the street to but a phone. It is the last day of the sale and it is now 5.20. He has ten minutes to get the money, cross the street and but the phone. Call him Steve Rawlins.

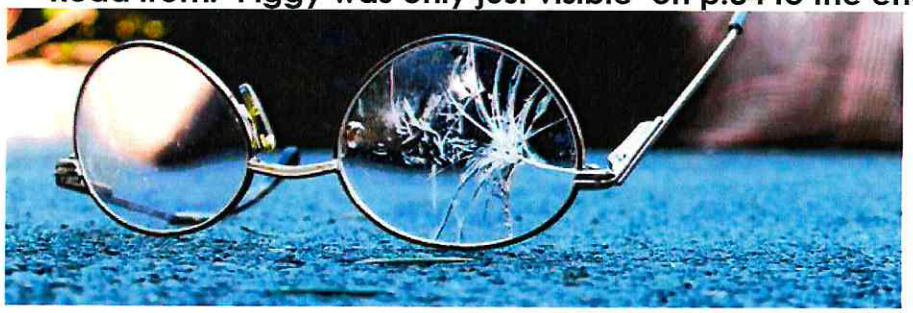
Using the scene below, rewrite your version of it to implement 'show not tell':

- Jack not being able to kill the pig at the end of Chapter 1.

Success criteria:

- ✓ Interesting vocabulary
- ✓ Descriptive techniques
- ✓ Use at least five pieces of punctuation
- ✓ Originality and Imagination
- ✓ Accurate spelling

Read from: 'Piggy was only just visible' on p.84 to the end of the chapter.



What do you like about this and why? What do you not like about this and why?

I can hear the market sellers shouting at the tops of their voices to attract the attention of the shoppers. I walk through the crowded market place, where people are pushing and shoving each other and muttering under their breath. I smell exotic aromas coming from the food stalls. I pass the fish stall, which reminds me of the sea. I can almost taste the salt on my tongue. I stop to buy a souvenir from one of the brightly coloured stalls. I make my way towards a stallholder yelling, 'Candyfloss'.

- **Although this writer has included all the important information, their writing has become rather boring, because every sentence starts in the same way: *I + verb*. What other words might we use too often when we start sentences?**

Try to start each of these sentences in a different way. Keeping the same basic meanings, aim to extend the sentences and use more vivid vocabulary, and possibly vary the punctuation too.

1) **I walked into the classroom.**
2) **The sun was shining on the sea.**
3) **My brother crashed his car.**
4) **Joe did some good work.**
5) **The cat caught a rabbit.**

Aims and objectives of Week 5:

Use our reading of previous chapters to further develop our knowledge of the characters and plot Lord of the Flies.

Explore the themes being developed over the course of the novel

Explore the biblical allusion with the introduction of the parachutist.

Continue to use knowledge from previous chapters to inform our understanding of the Beast.

Begin to consider ideas of structure

Key vocabulary to learn this week using a dictionary:

Biblical

Religious

Primitive

Atavism

Morality

Barbaric

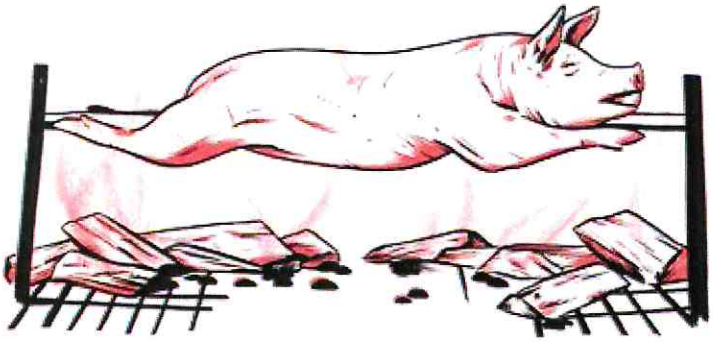
Savagery

Antagonism

1. Who is more civilised: Ralph or Jack? Why?
2. What does 'contempt' mean?
3. What do you think is the most important thing on the island? Piggy's glasses? The conch? The rules? The hunters? Fire?
4. What is the imaginary 'barrier' around Henry that stops Roger hitting him with stones?
5. What do you infer about order on the island from the following quote? 'The world, hat understandable and lawful world, was slipping away. Once there was this and that; and now – and the ship had gone'

Thinking task:

With your partner, summarise Chapter 5:

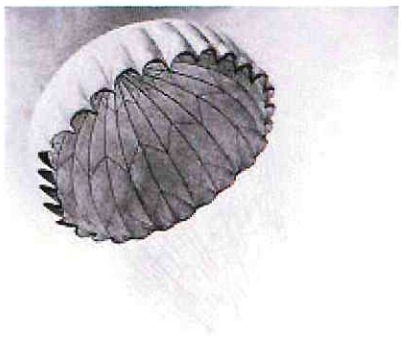


Structure is the building blocks of a piece of writing. The structure of a text refers to its shape as a whole. This can mean the order of the plot events in a story, novel or play.

What might we consider using when thinking about structure?

Beginning

- Middle
- End
- Story arc



- Focus shifts
- Flashbacks
- Sentence structure

Read from: the start of Chapter 6 on p.118

Read from: 'Ralph was dreaming' on p.122

'Soon the darkness was full of claws, full of the unknown and menace' (p.123)

Foreshadowing is a form of structure. What might Golding be hinting at or foreshadowing here?
What language devices are also being used here?

Number the events so that they are in the correct order:

	At a meeting, Jack announces that the beast should be hunted down and he ridicules the importance of the conch.
	The boys discover that the end of the island would be a good place for a fort.
	As Sam and Eric tend the fire, they mistake the parachutist for the beast.
	Ralph stresses the boys' practical needs and the others reluctantly go on with the journey.
	The bigger boys, without Piggy, set off to find the beast.
	A dead parachutist lands on the island.
	Ralph bravely goes first to the unexplored part of a rocky outcrop. He is soon joined by Jack.

Due to the newest sighting of the beast, Jack now has more power as his hunting skills are needed

Recap the events of Chapter 6.

Symbolism is the practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.

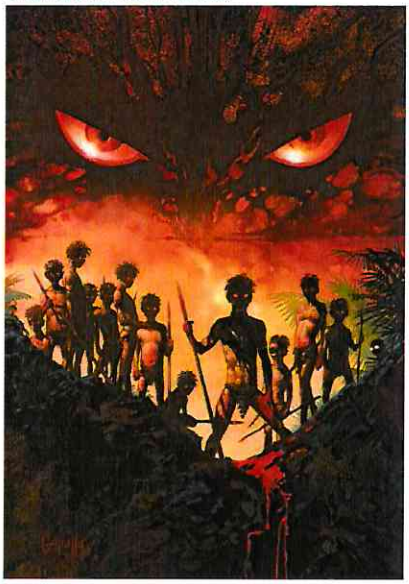
Can you think of any examples?

Considering what we now know about the Fall of Satan, can we draw any parallels between that, the Beast, and the fall of the parachutist?

At the beginning of chapter 6, a paratrooper gets shot out of the sky during an aerial battle and falls to the island. He lands on the top of the mountain. The beast symbolically represents the manifestation of evil on the island that corresponds to the boys' increasingly savage behaviour and represents mankind's evil nature. The paratrooper descending to the island also alludes to the Biblical story of Satan's fall from heaven. The dead paratrooper symbolically represents the manifestation of evil on the island, and the boys quickly descend into savagery.

1. Draw out either an image of the beast, a recreation of the Fall of Satan or the parachutist in the tree.

2. Write within it everything it stands for
3. Write outside it quotes from chapters 5 and 6 that show the boy's fear and Jack's control.



Writing Section:			
Red	**Amber**	**Green**	**Purple**
You have shown: ○ 5. Awareness of the intended register, audience, and purpose ○ 4. A simple range of sentence forms, occasional punctuation to mark sentences, some basic spellings are accurate ○ 3. Simple evidence of structural features (some unlinked ideas, no paragraphing) ○ 2. Some vocabulary to show your ideas ○ 1. That your writing sometimes fits the intended audience and purpose	You have: ○ 12. Attempted to use a range of sentence forms, usually used punctuation to show sentences, and accurately spelt some complex words ○ 11. Used some structural features (linked and relevant ideas, paragraphs may not always be used accurately) ○ 10. Began to vary your vocabulary, using some language devices ○ 9. Attempted to fit the register, audience, and purpose ○ 8. Sometimes used Standard English, and use some punctuation within sentences ○ 7. Used simple structural features (some relevant ideas, paragraphing may not be accurate) ○ 6. Attempted to use some vocabulary and tried to use some linguistic devices	You have: ○ 20. Varied sentence forms for effect, mostly accurate punctuation and spelling of complex/irregular words ○ 19. Usually used structural features effectively (engaging writing, range of connected ideas, usually accurate paragraphing, a range of paragraph links) ○ 18. Clearly chosen vocabulary, and appropriate linguistic devices, for effect ○ 17. Mostly matched the register, audience, and purpose throughout ○ 16. Usually used Standard English, some verbs and tenses agree, used a range of mid-sentence punctuation ○ 15. Used some structural features throughout (variety of ideas, paragraphing, some paragraph links) ○ 14. Tried to use vocabulary and linguistic devices for effect ○ 13. Attempted to fit the register, audience, and purpose throughout	You have: ○ 30. Consistent Standard English, secure control of complex grammatical structures, high accuracy across all punctuation ○ 29. A full range of sentence forms for effect, sentence punctuation is consistently accurate, you have a high level of accuracy with spelling even complex/irregular words ○ 27. Varied structural devices effectively (highly engaging writing: a range of developed/complex ideas, consistently coherent paragraphing with integrated links) ○ 26. Extensive use of ambitious vocabulary and consciously crafted linguistic devices for effect ○ 25. Convincingly matched the register, audience, and purpose to compel the audience ○ 24. Mostly used Standard English, accurate grammatical structures, accurate mid-sentence punctuation ○ 23. Used effective structural features (engaging writing, varied clear/ connected ideas, accurate paragraphing, varied integrated paragraph links) ○ 22. Increasingly sophisticated vocabulary and phrasing using varied successful linguistic devices ○ 21. Consistently matched the register, audience, and purpose GOLD STANDARD SKILLS

Use the above mark criteria grid to assess your own work.

Aims of Unit 6:

Use our reading of previous chapters to further develop our knowledge of the characters and plot Lord of the Flies.

Explore the themes being developed over the course of the novel

Explore the biblical allusion with LOTF, Beelzebub and 'the devil within'.

Complete KMP on LOTF so far.

Key vocabulary to learn in this unit:

Contemptuously

Sanctity

Sensuously

Frantic

Furtive

Cynicism

Obscene

Illusive

Demoniac

Ignorant

1. What is foreshadowing?
2. Name one writer's method.
3. Give an example of your writer's method.
4. Define 'avatism'.
5. What does Simon symbolise?

Thinking task:

Look again at the description of the sow's death:
'…The sow **staggered** her way ahead of them, bleeding and mad, and the hunters followed, **wedded to her in lust**, **excited by the long chase and the dropped blood**…They were just behind her when **she staggered into an open space where bright flowers grew and butterflies danced round each other** and the air was hot and still. Here struck down by the heat, the sow fell and the **hunters hurled themselves** at her. This **dreadful eruption from an unknown world made her frantic**; she **squealed** and **bucked** and the air was full of sweat and noise and blood and terror.'

1. How does Golding use verbs effectively in this passage?
2. What is the effect of the juxtaposition of the purity of nature v. man's destruction of life?

Read from: '"I'm scared."' on p.172
To the end of the chapter on p.178

On p.174, how are Jack and his group of hunters described?
How does this develop the idea of civility vs. savagery in the novel?

As you know now, the novel it named after the severed head of the sow the hunters kill and place on a stick as a 'gift for the Beast'.

After Simon wakes up after an episode, he hallucinates a conversation with the severed head who introduces itself as 'the Lord of the Flies'. Next lesson we will discuss this in greater depth.

What does the Lord of the Flies say about the Beast? What does he mean by what he says?

Consider the idea that Simon faints again after his "conversation". This may suggest that the terror and fainting spell are a manifestation of the horrific, persuasive power of the instinct for chaos and savagery that the Lord of the Flies represents.

Low stakes testing question task:

1. Who leaves the group to start their own?
2. Define 'sanctity'.
3. What do the boys leave for the Beast?
4. After the hunt, Jack and his hunters are no longer referred to by their names. Why is it significant they're referred to as 'savages'?
5. What do you infer about evil and humanity in the follow quote?

"Fancy thinking the Beast was something you could hunt and kill!" said the head. For a moment or two the forest and all the other dimly appreciated places echoed with the parody of laughter. "You knew, didn't you? I'm part of you? Close, close close! I'm the reason why it's no go? Why things are what they are?"

Aims of Week 7:

Explore the significance of Simon's death. HAPs can explore how this signifies the death of virtue and spirituality.

Understand the use of foreshadowing and pathetic fallacy used by Golding in this chapter.

Sequence the chapter.

Explore the biblical allusion of Simon as a Christ-like figure.

Key Vocabulary in Week 7 using a dictionary:

Hostile

Anarchy

Barbaric

Virtue

Sacrificial

Derision

Inaudible

Idol

Primal

Atavism

Martyr

Frenzied

Tribal

Idyllic

Morality

Potent

Reading task:

As you know now, the novel it named after the severed head of the sow the hunters kill and place on a stick as a 'gift for the Beast'.
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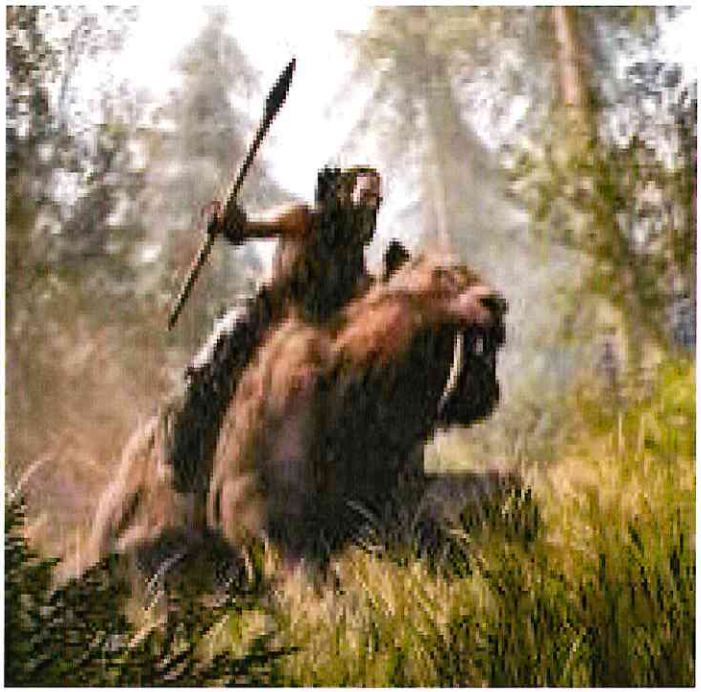
1. Who is the 'Lord of the Flies' that Simon talks to in the field?
2. What does the word *tribal* mean?
3. What is a motif?
4. List two words you have learned while studying this unit.
5. What is pathetic fallacy?

Challenge

6. What is the literal translation of the name 'Beelzebub'?
7. What is meant by The Fall of Man?



What instincts to we have left over from our primal days?

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Number the events so that they are in the correct order.

Jack asks who will join his tribe and he and Ralph argue over where the conch can be used.

Simon stumbles into the dancing circle.

The boys see Simon as the beast and kill him in a frenzied attack.

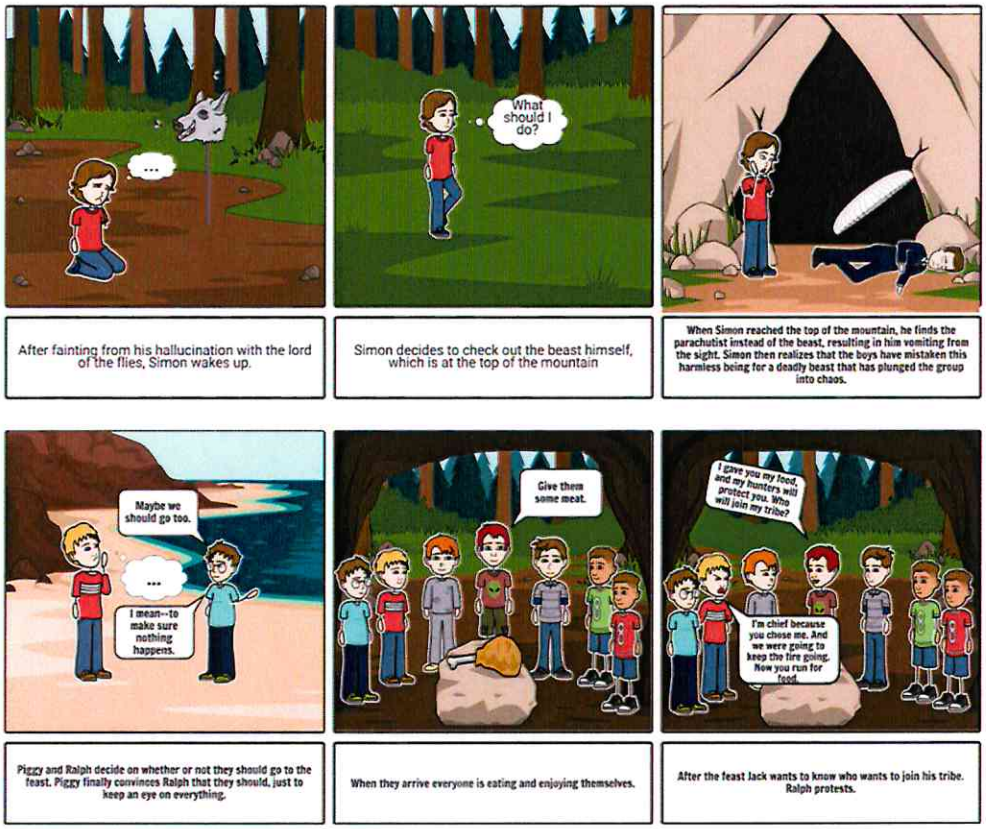
Ralph and Piggy join Jack's party where they are eating meat and having a feast.

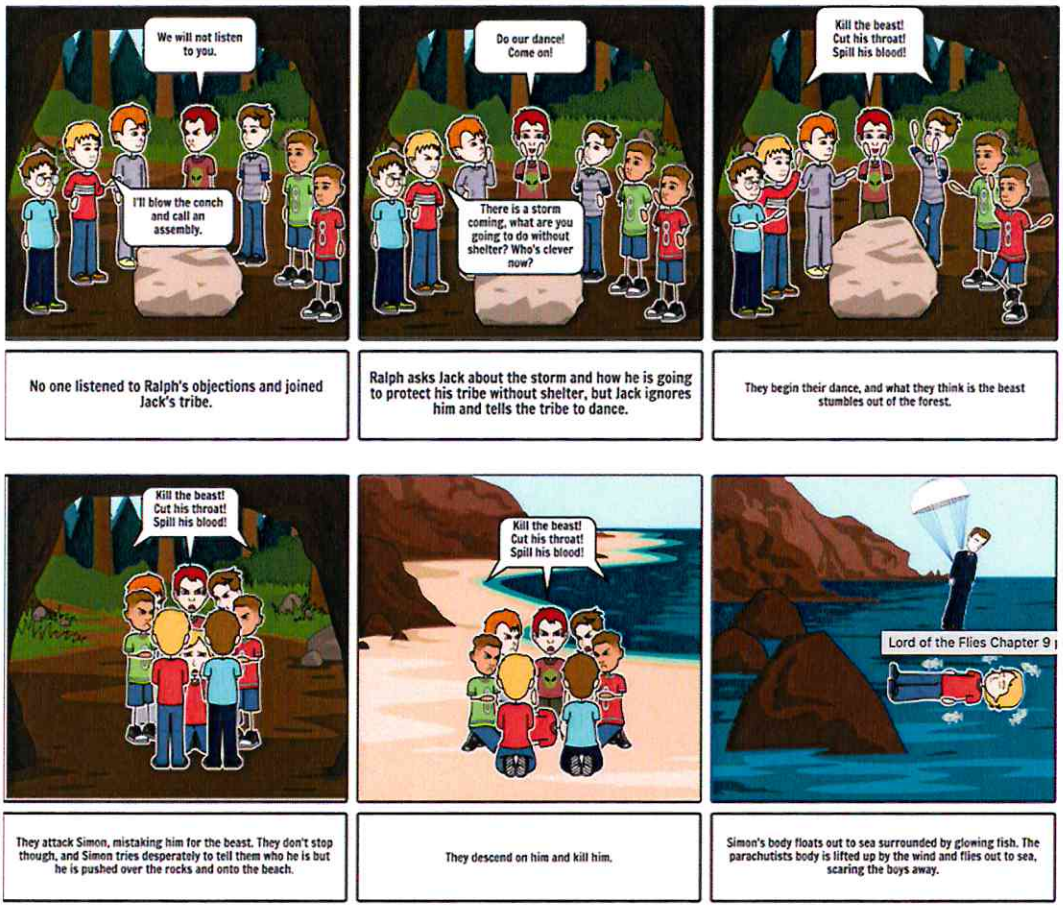
Jack encourages his tribe to perform their dance.

The bodies of Simon and the parachutist are washed out to sea.

Simon sees the dead parachutist and discovers the truth about the beast. He heads off to tell the others.

There is a thunderstorm and Piggy senses trouble.





Think/Pair/Share

You now need to think about the whole of the chapter.

Discuss how Golding has structured the chapter to interest you as a reader?

Think about:

- what Golding focuses your attention on at the beginning of the chapter
- how and why Golding changes the focus as the chapter develops

1. What is the significance of the chapter title ***A View to a Death?*** What does it hint at?

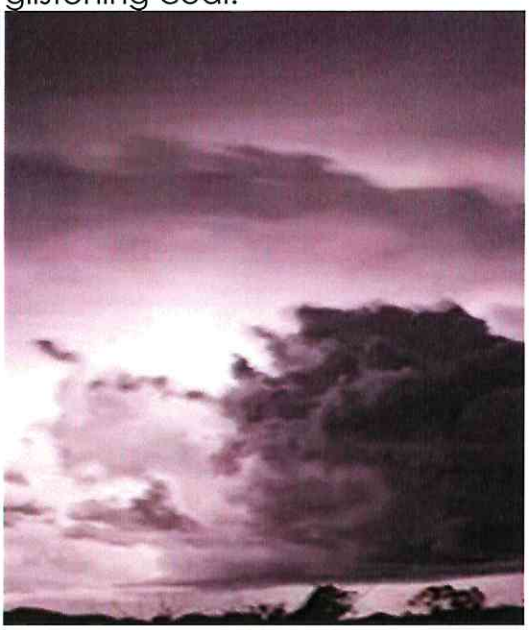
2. What chant do the boys sing as they dance?

3. Why didn't the boys know it was Simon?

4. What is significant about the way the boys killed Simon?

Read the extract below. List 4 details from the paragraph that describe the weather.

Over the island the build-up of clouds continued. A steady current of heated air rose all day from the mountain and was thrust to ten thousand feet; revolving masses of gas piled up the static until the air was ready to explode. By early evening the sun had gone and a brassy glare had taken the place of clear daylight. Even the air that pushed in from the sea was hot and held no refreshment. Colours drained from water and trees and pink surfaces of rock, and the white and brown clouds brooded. Nothing prospered but the flies who blackened their lord and made the spilt guts look like a heap of glistening coal.



Motifs

As we know, motifs are **recurring** structures, contrasts, and literary devices that can help to develop and inform the text's main themes.
In what way can the pig hunt game be seen as a motif?
What other motifs have been used by Golding to help develop the novel's themes?

Myths and Legends reading task:

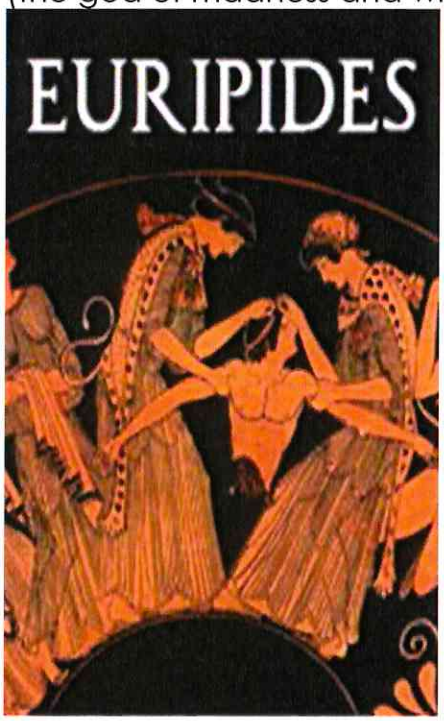
While writing LOTF, Golding immersed himself in Greek literature, devoting a considerable amount of time to studying Euripides' *The Bacchae*.

'The Bacchae is a Greek tragedy about Dionysus, in which Dionysus gets revenge on his mother's family for rejecting him as a god and the king Pentheus for forbidding worship of him. In the tale, Dionysus drives the women of the town mad and sends them into wild celebrations. Pentheus, desperate to keep order, goes to investigate disguised as a woman. Dionysus' followers, including Pentheus' mother, see Pentheus and think him a wild animal,

tearing him limb from limb. After the deed, Dionysus lifts his enchantment, allowing the women to see what they've done.

In Lord of the Flies, the beast drives the boys to violent bouts of madness, much like Dionysus sent the women into fits of euphoric insanity. Like the women and Pentheus, Jack's tribe tore Simon apart because they mistook him as a monster in their mad rituals.'

In The Bacchae, the battle between civilisation and savagery can be seen between King Pentheus (who represents order and civilisation) and Dionysus (the god of madness and wildness).



Writing task:

Imagine you have been shipwrecked on a desert island. Write a **description** of the island as suggested by these pictures.

Remember to shift your description from idyllic to sinister *as darkness descends.*

Success Criteria:

- Use a range of vocabulary/linguistic devices (metaphor, personification etc.)
- *Use a range of sentence starts/lengths*
- *Use a full range of punctuation ; : - () …*
- Use a full range of senses (sights, sounds, touch, taste, smell, feeling)
- Consider your use of paragraphing for effect
    - Ensure you zoom in on key features and describe them in detail
    - **Use appositive phrases to hook the reader**

Aims for Week 8:

Understand the biblical allusion to Cain & Abel in chapter 11

Explore the significance of Piggy's death.

Explore the significance of Castle Rock as Jack's growing power

Key vocabulary to learn in Week 8:

savagery

Civilisation

Stricken

Gesticulating

Theological

Exulting

Multitudinous

Truculently

Idolatry

What is a motif?

2. What is an appositive phrase?

3. What happened to Simon in Chapter 9 of LOTF?

4. Change the following sentence so it is written in Standard English.

I done a lot of work today.

5. Which of the sentences below is written in Standard English?

   a. We was having a water fight in the garden.
   b. They were swimming in the lake.

	Ralph, Piggy and the twins try, unsuccessfully, to relight the fire. Ralph shows signs of confusion and the give up on the fire for the evening.
	Piggy and Ralph talk about the events of the previous night.
	Jack and two of his hunters attack and steal Piggy's glasses.
	Jack is delighted with his achievement – "He was a chief now in truth".
	Samneric join Piggy and Ralph. Guilt-ridden, the four boys lie to each other about their involvement.
	In their shelters that night, Ralph and the others hear noises outside.
	Jack and his hunters set up camp at the far end of the island.

1.What is the significance of the chapter title 'The Shell and the Glasses'?

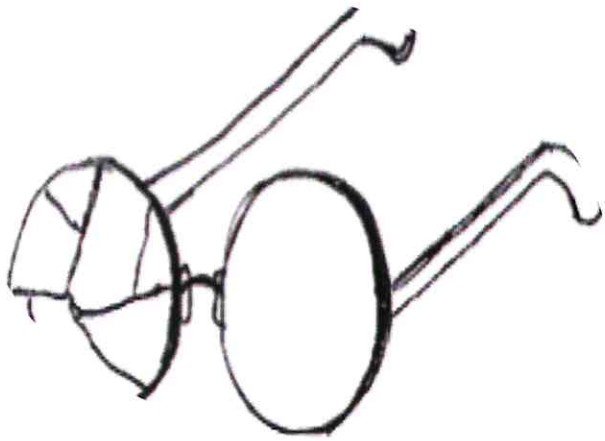
2. What do Ralph and Piggy say about Simon's death?

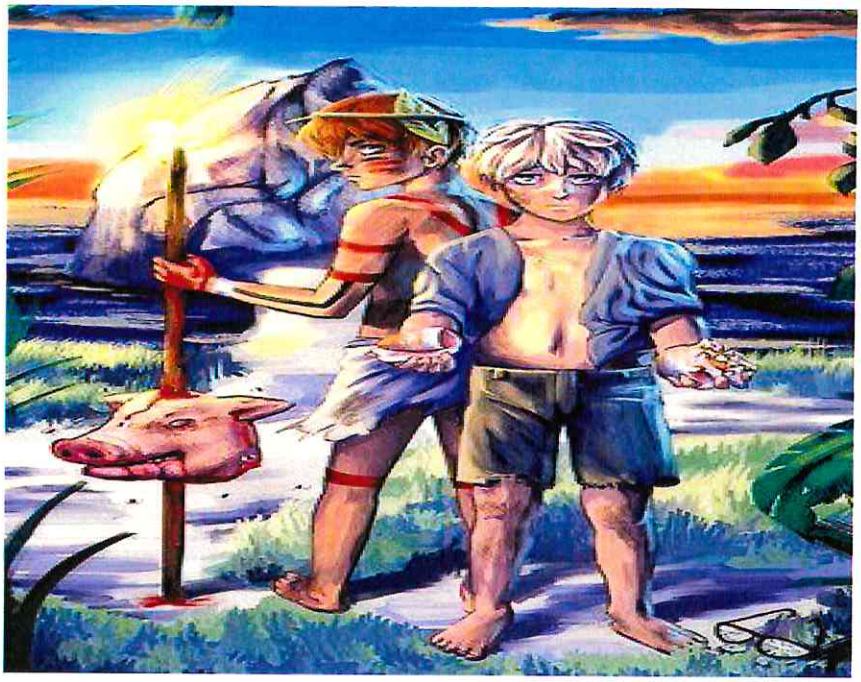
3. What does Jack's group think about Simon's death?

4. What happens to Piggy's glasses?

5. Which character(s) do we feel sympathetic towards at this stage in the novel?

6. How have the boys changed over the course of the story?





Watch the first 3 minutes of the video about Civilisation and Savagery in the novel.
https://members.gcsepod.com/shared/podcasts/title/10260