***Lord of the Flies*, by William Golding**

Teachers have to take into consideration that the text their students are going to study is longer that what they have studied before. So, it is better to divide the book and study it on each chapter (the chapters are: *The Sound of the Shell, Fire on the Mountain, Huts on the Beach, Painted Faces and Long Hair, Beast from Water, Beast from Air, Shadow and Tall Trees, Gift for the Darkness, A View to a Death, The Shell and the Glasses, Castle Rock, Cry of the Hunters.* In the following pages I will provide just some activities done with the students in order to make the students read with pleasure literary texts.

**TASK 1** Warm-up

The students are asked to go back in time and imagine that they are about 11 years old again. While imagining this, they have to think at (they can even make notes if they wish):

* What do you like?
* What is your hair like?
* What do you like wearing?
* How tall are you?
* What do you like doing?
* What do you enjoy doing all day?

After that, the students are asked to imagine that they have been dropped on a tropical island, from a plane just before it crashed. They are alone and it is very hot. They have to write down their ideas. They have to imagine:

* What is your first thought?
* How do you feel?
* What do you do first?
* What can you see?
* What can you smell/ touch?

As a third step, students are asked to imagine again that from nowhere a child of his age appears. They have to imagine:

* How does he/ she look like?
* How do you feel about this meeting?
* What do you talk with the child?

Now the students are asked to exchange their ideas with their desk mate’s ideas, telling each other what they think about each other’s notes. Then the students name themselves to share their thoughts with their classmates. After the activity is over the teacher asks the students to read, on their printed version, the first three pages. The whole class will take part in a discussion on what they have imagined and what is described there.

At this point the students will have to finish reading their first chapter at home and they have to fill in some charts with the information they find while reading. At school they have other activities to fulfil.

**TASK 2** Characters’ personalities - Homework

The students will get a list of personality adjectives that are used to describe the two boys Piggy and Ralph. They have to choose each word under the name of the boy who has that characteristic.

|  |  |  |
| --- | --- | --- |
| Ralph | Characteristics | Piggy |
|  | Athletic, wealthy, friendly, realistic, courageous, fair wise, short-sighted, reserved, pessimistic, asthmatic, reckless, orphaned, confident, tall, intelligent, fat, prudent. |  |

**TASK 3** Who are…….? – Homework

The students are also asked to write the information the following chart asks based on the text of the first chapter. This is again an exercise they have to do as homework.

|  |  |  |
| --- | --- | --- |
| Questions | Ralph | Piggy |
| How does he look like? |  |  |
| What can you say about his personality? |  |  |
| What is his attitude towards being on the island? |  |  |
| What is his attitude towards the other boy? |  |  |
| Can you give some information about his parents? |  |  |

**TASK 4** Answer the questions – Reading Comprehension

The students are back at school and they have read the first chapter at home. Now they will have to answer the following questions alone on their sheets of paper. They have to trust only their memory.

1. How did the boys arrive on the island?(*the plane crashed – was shot down*)
2. How did Ralph call the first meeting?(*by blowing on the conch shell*)
3. What are the names of the twins?(*Sam and Eric*)
4. What does ralph dad’s do?(*he is in the Navy*)
5. What nationality are the boys?(*English*)
6. The island was roughly……….—shaped.(*boat*)
7. What is the ‘scar’?(*where the plane landed*)
8. For whom did Piggy vote as chief?(*Ralph*)
9. Who went to make sure the island was really an island?(*Ralph, Jack and Simon*)
10. Who is your favourite character in the book so far?

**TASK 5** The settings’ description – The Star Diagram Method

The teacher divides the class into four groups. He/ she tells his/ her pupils that they are going to look at the first chapter of the book and that they will look for details about the settings the action takes place. Each group will receive a sheet of paper on which there is drawn a star and in each corner there will be written the necessary information. Each group has a topic to work on as it follows:

1. The first group will find details about the jungle and its vegetation. They will group their information in five, as it follows: what you can smell and taste, what you can see, what you can feel, what you can hear, metaphors used to compare the forest/ jungle.
2. The second group will find details about water, the sea, the lagoon, the coral reef writing about: their movement, sounds, feel and taste, colours and finally metaphors and similes.
3. The third group will find details about the sand, the seashore, the beach: colours, what you can see, what you can smell and taste, what you can feel and of course, metaphors and similes.
4. The fourth group will find details about rocks, mountains and cliffs: colours, what you can see, what you can hear, what you can smell and taste, and metaphors and similes.

After they finish their work the students exhibit their ‘stars’ and present what they have found. As a follow-up activity the teacher can give the pupils a photo taken in nature and in pairs they have to describe it.

**TASK 6** Speaking – The set of rules

The students have read the second chapter at home as all the others. In this second chapter the children on the island start to make some rules. The students, divided into five groups, have to identify the rules and write them down on a sheet of paper, in the order of their importance. Each group will present their set of rules and will bring arguments for their choice.

* Keep the signal fire on the mountain all the time
* Use the rocks for lavatory
* It is not allowed to use the fruit trees area as a bathroom
* Wait for your turn to talk etc.

**TASK 7** Vocabulary understanding

The students are asked to give the definitions of the following words they find in the third chapter. Then they have to check their answers with a dictionary.

* Oppressive –
* Inscrutable –
* Vicissitudes –
* Declivities –
* Tacit –

**TASK 8** Reading comprehension – Answer the questions

The students are asked to work in pairs and answer the following questions based on the information in chapter 3. The students name themselves to answer.

1. What is Jack doing as the chapter opens?(tracking a pig)
2. Ralph and ……………………are building huts.(Simon)
3. What does Jack need to get the pig to stay on his spear?(a barb)
4. All the hunters but Jack have gone ……….(swimming)
5. Who helps the littluns get fruit?(Simon)
6. At the end of the chapter, where does Simon go?(deep into the jungle)
7. Who says: ‘We want meet!’(Jack)
8. Who says: ‘I was talking about smoke! Don’t you want to be rescued? All you talk about is pig, pig, pig!’(Ralph)
9. Who says: ‘I thought I might kill!’(Jack)

**TASK 9** Role-play

The students are asked to imagine themselves on the island with the boys. They have to write a punishment for each broken rule. The students can work in groups of four. There is one pupil as master of the ceremony who reads each punishment. Each group names one student their punishment. All the rules are written in a chart on the board.

|  |  |
| --- | --- |
| RULES | PUNISHMENTS |
| 1. Not attending meetings |  |
| 1. Letting fire go out |  |
| 1. Attacking another boy with intention to harm |  |
| 1. Hiding food |  |
| 1. Not using the proper place for washing |  |
| 1. Interrupting the person speaking |  |
| 1. Not doing the right job |  |

Some possible answers: extra work; no food; extra cleaning duty; imprisonment; public apology; etc.

**TASK 10** Summary – Chapters 4, 5 and 6

The students are divided into three groups. A member of each group will choose a number from a bowl – 4, 5 or 6 – corresponding to the chapters. Each student from each group has to write as homework a short summary of the chapter they have. The summaries are read in front of the others.

**TASK 11** Reading comprehension – chapters 4, 5 and 6

The students are asked to answer individually the following questions. The answers are checked with the rest of the classroom.

1. How was Jack ‘liberated from the shame of self-consciousness?’(by painting on a mask)
2. Why weren’t the boys rescued?(the hunters had left the fire go out)
3. What is ‘taken short’?’(having diarrhoea)
4. What does Ralph think they ought to do before they let the fire go out?(die)
5. Who scared the littlun by walking around in the jungle at night?(Simon)
6. Who said: ‘The thing is, we need an assembly.’(Ralph)
7. Who said: ‘What are we? Humans? Or animals? Or savages?’(Piggy)
8. What was the ‘sign that came down from the world of the grown-ups?’(a parachuting pilot)
9. Who said: ‘I don’t believe in the beast!’(Simon)

**TASK 12** Grammar practice – Third type of conditional

The students work with the seventh chapter of the book. The students work in groups of five. They know the text as they have read it at home. They have to write as many sentences as possible on the topic: what ‘would have happened’ if the decision to go up the mountain would have not been taken. The teacher gives the students an example:

e.g. The boys didn’t wait until daylight. They didn’t see that the beast was a dead man hanging from a parachute.

*If the boys had waited until daylight, they would have seen that the beast was a dead man hanging from a parachute.*

**TASK 13** Grammar practice – Past Perfect Simple/ Past Perfect Continuous

The students are divided into six teams and they are going to work with the eighth chapter of the book. They get a number from 1 to 6. The teams that have even number get text ‘a’ – the first half of the chapter, the teams that have odd numbers get text ‘b’ – the second half of the chapter. All the teams have to underline the sentences that start with the word ‘now’. They write them one under the other. They have to rewrite each sentence saying what that particular situation had been before.

e.g. ‘Now listen.’ – Before, they hadn’t listened. / Before, they had been talking.

**TASK 14** Listening and speaking

The students listen to a recording of this chapter. They can read the text while listening. As it is a chapter full of aggression the pupils may feel astonished about all the happenings there. At the end of the activity the pupils are encouraged to express their feelings about the text of this chapter. The teacher prompts whenever is necessary.

**TASK 15** Debate – Leadership

The students have already read chapter ten at home. They are asked to work in groups of four and each group to write a list of the abilities a good leader should have. Then, each group names a leader to read the group’s list. The teacher may write all the ideas on the board or flipchart.

After that the students are divided into two teams. One team has to talk about Ralph’s qualities as leader and those of Jack’s. By the end of the activity all students should agree who of the two boys most closely represent the ideal leader.

**TASK 16** Character analyses – The SWOT Method

The students are divided into two teams. The first team concentrates on Ralph, the second one on Jack. Through debate they have to analyse the characters Ralph and Jack. The teacher writes on the board the letters S (strengths), W (weaknesses), O (opportunities), T (threats) for each character. The two teams work together to do their task. The students name themselves to answer and the others can agree or disagree with their choice. The right information is written under the correct letter.

**Ralph**

|  |  |  |  |
| --- | --- | --- | --- |
| S (strengths) | W (weaknesses) | O (opportunities) | T (threats) |
| Athletic, charismatic | Strong commitment | Representative of order, civilisation, productive leadership | The group gradually succumbs to savage instincts |

**Jack**

|  |  |  |  |
| --- | --- | --- | --- |
| S (strengths) | W (weaknesses) | O (opportunities) | T (threats) |
| Strong-willed | Egomaniacal | Makes his own group | Desires power  Obsessed with hunting |

**TASK 17** Speaking – Change the Pair Method – Revision of all the chapters

The students are divided into two groups. The two groups form two circles, one inside and one outside, students facing each other. Each student gets a chart and they have to speak with their pair and try to fill in the necessary information starting from the first chapter up to the last one. They have four minutes for each chapter. This is the hand-out they have to work on:

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter | Events | Themes | The boys’ reaction |
| 1.The sound of the shell |  |  |  |
| 2.Fire on the mountain |  |  |  |
| 3.Huts on the beach |  |  |  |
| 4.Painted faces and long hair |  |  |  |
| 5.Beast from water |  |  |  |
| 6.Beast from air |  |  |  |
| 7.Shadows and tall trees |  |  |  |
| 8.Gift for the darkness |  |  |  |
| 9.A view to a death |  |  |  |
| 10.The shell and the glasses |  |  |  |
| 11.Castle rock |  |  |  |
| 12.Cry of the hunters |  |  |  |