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**Youngsters Nowadays. Where from, Where to?**

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**The Romanian Team’s Techniques for Teaching Literature in a pleasant way, based on ‘Lord of the Flies’ by William Golding**

**Activity1.**

1.1. This activity can be done after the students have read the novel. At first, the teacher proposes an "ice breaking" exercise, which is represented by watching a fragment from the novel screening. The teacher plays the sequence of the film.

”Jack held up the head and jammed the soft throat down on the pointed end of the stick which pierced through into the mouth. He stood back and the head hung there, a little blood dribbling down the stick. Instinctively the boys drew back too; and the forest was very still. They listened, and the loudest noise was the buzzing of flies over the spilled guts. Jack spoke in a whisper.

"Pick up the pig."

Maurice and Robert skewered the carcass, lifted the dead weight, and stood ready. In the silence, and standing over the dry blood, they looked suddenly furtive. Jack spoke loudly.

"This head is for the beast. It's a gift." The silence accepted the gift and awed them. The head remained there, dim-eyed, grinning faintly, blood blackening between the teeth. All at once they were running away, as fast as they could, through the forest toward the open beach.

1.2 The students are asked to identify the moment that corrresponds to the short sequence from the film.

The expected answer is that the sequence is to be found in Chapter VII, when Jack's group of hunters kills a pig, and the leader impales the animal's head in a spear, as a sacrifice to the frightening ‘Beast’ that they think that is living on the island.

**Activity 2.**

In the next sequence of the lesson, the students will be grouped in pairs. They are asked to write on some sheets of paper,

two questions about the text, for which their colleagues provide their own answers, accompanied by fragments from the novel.  The condition to be met by the questions is to reflect the most important / relevant moments in the development of the plot.

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| Questions | Possible answers |
| How do children organise themselves when they realise they are stranded on an island? | When they realise that they are stranded on an island, the children organised themselves in groups, according to their age and concerns (the little ones, the boys in the choir and the big boys.)  **Chapter 1..** Piggy muttered the name to himself and then shouted it to Ralph, who was not interested because he was still blowing. His face was dark with the violent pleasure of making this stupendous noise, and his heart was making the stretched shirt shake. The shouting in the forest was nearer. Signs of life were visible now on the beach. The sand, trembling beneath the heat haze, concealed many figures in its miles of length; boys were making their way toward the platform through the hot, dumb sand. Three small children, no older than Johnny, appeared from startlingly close at hand, where they had been gorging fruit in the forest. A dark little boy, not much younger than Piggy, parted a tangle of undergrowth, walked on to the platform, and smiled cheerfully at everybody. More and more of them came. Taking their cue from the innocent Johnny, they sat down on the fallen palm trunks and waited. Ralph continued to blow short, penetrating blasts. Piggy moved among the crowd, asking names and frowning to remember them. The children gave him the same simple obedience that they had given to the men with megaphones. Some were naked and carrying their clothes; others half-naked, or more or less dressed, in school uniforms, grey, blue, fawn, jacketed, or jerseyed. There were badges, mottoes even, stripes of color in stockings and pullovers. Their heads clustered above the trunks in the green shade; heads brown, fair, black, chestnut, sandy, mouse-colored; heads muttering, whispering, heads full of eyes that watched Ralph and speculated. Something was being done. The children who came along the beach, singly or in twos, leapt into visibility when they crossed the line from heat haze to nearer sand. Here, the eye was first attracted to a black, bat-like creature that danced on the sand, and only later perceived the body above it. The bat was the child's shadow, shrunk by the vertical sun to a patch between the hurrying feet. Even while he blew, Ralph noticed the last pair of bodies that reached the platform above a fluttering patch of black. The two boys, bullet-headed and with hair like tow, flung themselves down and lay grinning and panting at Ralph like dogs. They were twins, and the eye was shocked and incredulous at such cheery duplication. They breathed together, they grinned together, they were chunky and vital. They raised wet lips at Ralph, for they seemed provided with not quite enough skin, so that their profiles were blurred and their mouths pulled open. Piggy bent his flashing glasses to them and could be heard between the blasts, repeating their names.  "Sam, Eric, Sam, Eric." Then he got muddled; the twins shook their heads and pointed at each other and the crowd laughed. At last Ralph ceased to blow and sat there, the conch trailing from one hand, his head bowed on his knees. As the echoes died away so did the laughter, and there was silence. Within the diamond haze of the beach something dark was fumbling along. Ralph saw it first, and watched till the intentness of his gaze drew all eyes that way. Then the creature stepped from mirage on to clear sand, and they saw that the darkness was not all shadow but mostly clothing. The creature was a party of boys, marching approximately in step in two parallel lines and dressed in strangely eccentric clothing. Shorts, shirts, and different garments they carried in their hands; but each boy wore a square black cap with a silver badge on it. Their bodies, from throat to ankle, were hidden by black cloaks which bore a long silver cross on the left breast and each neck was finished off with a hambone frill. The heat of the tropics, the descent, the search for food, and now this sweaty march along the blazing beach had given them the complexions of newly washed plums. The boy who controlled them was dressed in the same way though his cap badge was golden. When his party was about ten yards from the platform he shouted an order and they halted, gasping, sweating, swaying in the fierce light. The boy himself came forward, vaulted on to the platform with his cloak flying, and peered into what to him was almost complete darkness. |
| What is the moment when Ralph and Jack decide to organise and get into two separate groups? | Ralph and Jack decide tthis when the boys who had to maintain the fire burning, fail to do this and in this way, the sailors on the ship that could have seen them did not spot them because the children were hunting.  **Chapter 4.** The hunters were more silent now, but at this they buzzed again. Ralph flung back his hair. One arm pointed at the empty horizon. His voice was loud and savage, and struck them into silence. "There was aship." Jack, faced at once with too many awful implications, ducked away from them. He laid a hand on the pig and drew his knife. Ralph brought his arm down, fist clenched, and his voice shook. "There was a ship. Out there. You said you'd keep the fire going and you let it out!" He took a step toward Jack, who turned and faced him. "They might have seen us. We might have gone home--" This was too bitter for Piggy, who forgot his timidity in the agony of his loss. He began to cry out, shrilly:  "You and your blood, Jack Merridew! You and your hunting! We might have gone home--" Ralph pushed Piggy to one side. "I was chief, and you were going to do what I said. You talk. But you can't even build huts--then you go off hunting and let out the fire--" He turned away, silent for a moment. Then his voice came again on a peak of feeling. "There was a ship--" One of the smaller hunters began to wail. The dismal truth was filtering through to everybody. Jack went very red as he hacked and pulled at the pig. "The job was too much. We needed everyone." |
| With what episode from the plot can you associate the meaning of the title? | The meaning of the title is associated with the episode from the end of Chapter 7 when Simon sees the pig’s head in a spear and this is the moment his imagination overwhelms him. The child starts to talk with the Lord of the Flies that tells him that the beast that they all talk about is in each person, in its inner self and there will be a time in which everyone will suffer.  Simon's head wobbled. His eyes were half closed as though he were imitating the obscene thing on the stick. He knew that one of his times was coming on. The Lord of the Flies was expanding like a balloon.  "This is ridiculous. You know perfectly well you'll only meet me down there--so don't try to escape!" Simon's body was arched and stiff. The Lord of the Flies spoke in the voice of a schoolmaster. "This has gone quite far enough. My poor, misguided child, do you think you know better than I do?" There was a pause. "I'm warning you. I'm going to get angry. D'you see? You're not wanted. Understand? We are going to have fun on this island. Understand? We are going to have fun on this island! So don't try it on, my poor misguided boy, or else--" Simon found he was looking into a vast mouth. There was blackness within, a blackness that spread. "--Or else," said the Lord of the Flies, "we shall do you? See? Jack and Roger and Maurice and Robert and Bill and Piggy and Ralph. Do you. See?" |

**Activity 3.** Puzzle

The teacher prepares a set of sentences which contains some main ideas of the text. These are written on separate sheets of paper, they are jumbled, and the students’ task is to put the given ideas in a chronological order.

For example,

-Ralph and Jack disputed their leading role when all the stranded children managed to meet on the coral cliffs.

-Simon discovers that the "beast" in the woods that they all feared is a dead parachutist and he runs to Jack's group to announce this, but unfortunately, he is confused with the beast by the children who were in a ritual, and is killed.

-The forest is burnt, Ralph seeks solutions to escape the pursuers from Jack's camp, and gets to the beach where he meets the soldiers arriving on the island by a cruise ship, thanks to the smoke produced by the fire.

-The place where the boys meet is a coral-bound rocky platform, having a water pool created by the flux-reflux phenomenon.

-The children vote for Ralph to be their leader, and the rule is that the one who holds the conch can speak.

**Activity 4**. Whom would you chooses as a leader? Give arguments to sustain your opinion. .

**Chapter 1.** **The Sound of the Shell**

**The 1st sequence of techniques**

1.Pre- reading Activity: Prediction

1.1Taking into account the title of the book, do you think that it is a happy ending one?

1.2 What do you think the book is about?

2. While- reading Activity: Comprehension Questions:

2.1What is the main conflict of the book at symbolic level?

Possible answer: Lord of the Flies dramatises the conflict between the civilising instinct and the barbarising one that all human beings have.

2.2Why are there only boys between the ages of 12 and 6?

Possible answer: The fact that the characters are only boys is significant because they are not completely developed, they appear to be half way between civilisation and savagery and in this way they represent central conflict of the novel.

2.3 Why do the boys choose Ralph as their leader?

Possible answer: He showed his leadership ability when he blew in the conch shell to summon the boys and also because the boys were distracted by his appearance when they first saw him as, he was a good looking tall boys.

2.4What does the conch shell represent?

Possible answer: The conch shell is the symbol for civilisation which is represented by law, order, and political legitimacy, as it is used to summon the boys when they are scattered on the island, and at the same time it grants the boy who holds it the right to speak in front of the other members of the group.

3. Post- Reading Activity: Answer the following questions:

1.Do you think you would survive on the island with the boys? Justify your answer.

2. Would the savagery take control of you?

3. How would you organise the group if you were on the island?

4. How would the situation be different if there were at least a grown-up with them?

**The 2nd sequence of techniques**

Activity 1. Group Work: Brainstorming activity: Give as many answers as possible for each question at a time. Each group of four chooses a spokesperson who will read out the answers.

1. Where do you think a plane can crash?

Possible answer: We think a plane can crash into the ocean, in a tropical forest, a busy city or on an island.

1. If you were involved in a plane crash what would you do?

Possible answer: We will try to find other survivors and make contact with competent authorities like police fire department paramedics.

1. If the plane crashed on an island what would you do first?

Possible answer: First we will look for supplies and a place where to build a shelter.

1. What would you take from the remaining resources that you can find?

Possible answer: We will take food, first aid kits, and an axe if we found one.

1. What would you do if you were not the only survivor?

Possible answer: We will try to convince them to work together to get saved more quickly and to protect one another.

Activity 2. Pre-reading Activity.

2.1 The following excerpt from the first chapter is given to students on worksheets. The students are told to:

- scan the text to see how many people there are and what their names are

- skim the text for the gist

‘Ralph had stopped smiling and was pointing into the lagoon. Something creamy lay among the ferny weeds. "A stone." "No. A shell." Suddenly Piggy was a-bubble with decorous excitement. "S'right. It's a shell! I seen one like that before. On someone's back wall. A conch he called it. He used to blow it and then his mum would come. It's ever so valuable--" Near to Ralph's elbow a palm sapling leaned out over the lagoon. Indeed, the weight was already pulling a lump from the poor soil and soon it would fall. He tore out the stem and began to poke about in the water, while the brilliant fish flicked away on this side and that. Piggy leaned dangerously. "Careful! You'll break it--" "Shut up." Ralph spoke absently. The shell was interesting and pretty and a worthy plaything; but the vivid phantoms of his day-dream still interposed between him and Piggy, who in this context was an irrelevance. The palm sapling, bending, pushed the shell across the weeds. Ralph used one hand as a fulcrum and pressed down with the other till the shell rose, dripping, and Piggy could make a grab. Now the shell was no longer a thing seen but not to be touched, Ralph too became excited. Piggy babbled: "--a conch; ever so expensive. I bet if you wanted to buy one, you'd have to pay pounds and pounds and pounds--he had it on his garden wall, and my auntie--" Ralph took the shell from Piggy and a little water ran down his arm. In color the shell was deep cream, touched here and there with fading pink. Between the point, worn away into a little hole, and the pink lips of the mouth, lay eighteen inches of shell with a slight spiral twist and covered with a delicate, embossed pattern. Ralph shook sand out of the deep tube. "--mooed like a cow," he said. "He had some white stones too, an' a bird cage with a green parrot. He didn't blow the white stones, of course, an' he said--" Piggy paused for breath and stroked the glistening thing that lay in Ralph's hands. "Ralph!" Ralph looked up. "We can use this to call the others. Have a meeting. They'll come when they hear us--" He beamed at Ralph. "That was what you meant, didn't you? That's why you got the conch out of the water?" Ralph pushed back his fair hair. "How did your friend blow the conch?" "He kind of spat," said Piggy. "My auntie wouldn't let me blow on account of my asthma. He said you blew from down here." Piggy laid a hand on his jutting abdomen. "You try, Ralph. You'll call the others." Doubtfully, Ralph laid the small end of the shell against his mouth and blew. There came a rushing sound from its mouth but nothing more. Ralph wiped the salt water off his lips and tried again, but the shell remained silent. "He kind of spat." Ralph pursed his lips and squirted air into the shell, which emitted a low, farting noise. This amused both boys so much that Ralph went on squirting for some minutes between bouts of laughter. "He blew from down here." Ralph grasped the idea and hit the shell with air from his diaphragm. Immediately the thing sounded. A deep, harsh note boomed under the palms, spread through the intricacies of the forest and echoed back from the pink granite of the mountain’

Activity 3 While- reading Activity:

3.1 Find synonyms for the words: shell, a place where many people meet, ghosts

Answers:

conch = shell; meeting=a place where many people meet; vivid phantoms = ghosts

3.2 Comprehension Questions.

Using the text above, answer the questions.

1.Where was Ralph pointing at?

2.What did the boys find in the sand?

3.For what did the boys use the shell?

4.What did Ralph do to make the shell emit sounds?

Answers:

1. Ralph was pointing at the lagoon.
2. They found a shell.
3. They used the shell to call the others.
4. Ralph hit the shell with air from his diaphragm.

Activity 4. Post- reading Activity

Debate on the following statement.’ The conch proves more valuable on the island than on someone's back wall’

**The 3rd sequence of techniques**

Activity 1. While -reading Activity: Read the text silently. Choose the variant that is correct for each question.

1. How did the children get on the island?
2. their pane was shut down over the ocean b. their ship was sunk c. we don’t know
3. How does Piggy and Ralph call the other boys?
4. They blow into a conch shell b. they set up a fire c. they wave a piece of cloth
5. What does Jack’s group become?
6. the hunters b. the littluns c. the gatherers
7. Who is the boys’ leader ?
8. Jack b. Piggy c. Ralph

Answers : 1a; 2a;3a; 4c

Activity 2. While -reading Activity: Read out the following excerpt and tell

1. what feelings are shown.
2. how the two boys react to the event
3. which one seems merciful

‘They found a piglet caught in a curtain of creepers, throwing itself at the elastic traces in all the madness of extreme terror. Its voice was thin, needle-sharp and insistent; The three boys rushed forward and Jack drew his knife again with a flourish. He raised his arm in the air. There came a pause, a hiatus, the pig continued to scream and the creepers to jerk, and the blade continued to flash at the end of a bony arm. The pause was only long enough for them to understand what an enormity the downward stroke would be. Then the piglet tore loose from the creepers and scurried into the undergrowth. They were left looking at each other and the place of terror. Jack's face was white under the freckles. He noticed that he still held the knife aloft and brought his arm down replacing the blade in the sheath. Then they all three laughed ashamedly and began to climb back to the track. "I was choosing a place," said Jack. "I was just waiting for a moment to decide where to stab him." "You should stick a pig," said Ralph fiercely. "They always talk about sticking a pig." "You cut a pig's throat to let the blood out," said Jack, "otherwise you can't eat the meat."

Activity 3. Post –reading Activity: Answer the following questions

Why do you think Jack didn’t kill the wild pig?

Possible answer: I think Jack hesitated to kill the pig because he is too young. As he is so young he still has feelings of mercy and he needs time to be emotionally prepared to do this. Moreover, his words “I was choosing a place “ show that he only masked his inability to kill the pig.

What would you do if you were Jack? Why?

**Chapter 2:Fire on the Mountain**

**The 1st sequence of techniques**

Activity 1. Pre-reading Activity. Brainstorming

Knowing what the children do in the first chapter, what do you think that they will do next?

Activity 2.While- reading Activity. The following text is given to student and they are asked to

-skim the text for the gist

-identify the sentences that show the purpose of the children’s action

"There's another thing. We can help them to find us. If a ship comes near the island they may not notice us. So we must make smoke on top of the mountain. We must make a fire." "A fire! Make a fire!" At once half the boys were on their feet. Jack clamored among them, the conch forgotten. "Come on! Follow me!" The space under the palm trees was full of noise and movement. Ralph was on his feet too, shouting for quiet, but no one heard him. All at once the crowd swayed toward the island and was gone--following Jack. Even the tiny children went and did their best among the leaves and broken branches. Ralph was left, holding the conch, with no one but Piggy. Piggy's breathing was quite restored. "Like kids!" he said scornfully. "Acting like a crowd of kids!" Ralph looked at him doubtfully and laid the conch on the tree trunk. "I bet it's gone tea-time," said Piggy. "What do they think they're going to do on that mountain?" He caressed the shell respectfully, then stopped and looked up. "Ralph! Hey! Where you going?" Ralph was already clambering over the first smashed swathes of the scar. A long way ahead of him was crashing and laughter. Piggy watched him in disgust. "Like a crowd of kids--" He sighed, bent, and laced up his shoes. The noise of the errant assembly faded up the mountain. Then, with the martyred expression of a parent who has to keep up with the senseless ebullience of the children, he picked up the conch, turned toward the forest, and began to pick his way over the tumbled scar. Below the other side of the mountain top was a platform of forest. Once more Ralph found himself making the cupping gesture. "Down there we could get as much wood as we want." Jack nodded and pulled at his underlip. Starting perhaps a hundred feet below them on the steeper side of the mountain, the patch might have been designed expressly for fuel. Trees, forced by the damp heat, found too little soil for full growth, fell early and decayed: creepers cradled them, and new saplings searched a way up. Jack turned to the choir, who stood ready. Their black caps of maintenance were slid over one ear like berets. "We'll build a pile. Come on." They found the likeliest path down and began tugging at the dead wood. And the small boys who had reached the top came sliding too till everyone but Piggy was busy. Most of the wood was so rotten that when they pulled, it broke up into a shower of fragments and woodlice and decay; but some trunks came out in one piece. The twins, Sam 'n Eric, were the first to get a likely log but they could do nothing till Ralph, Jack, Simon, Roger and Maurice found room for a hand-hold.Then they inched the grotesque dead thing up the rock and toppled it over on top.

Comprehension Questions. Using the text above answer the following questions:

1. Who helped the twins to get the log?

The characters that helped Sam and Eric are Jack, Ralph , Simon ,Roger and Maurice

1. How did they plan to signal the ships and planes so that they could get rescued ?

They planned to build a fire.

1. How most of the wood was?

The wood was very rotten.

1. What happened with the rotten wood when the tried to pull it out?

The rotten wood started to break into pieces.

1. How did Piggy think the boys acted like ?

Piggy thought they acted like kids , “like a crowd of kids”

1. Who were the first to find a likely log?

Sam and Eric, were the first to get a likely log.

Choose the correct variant.

1. What do they use to light the fire?

a. a piece of glass found in the forest b. flint c. Piggy’s glasses

1. Who gets to speak at the meeting?
2. who wants b. who is asked by Ralph c. who is holding the conch
3. Who says that the most important thing is to keep a signal fire going so they can be rescued?
4. Ralph b. Piggy c. Eric
5. Who was the boy that disappear?
6. Jack b. the boy that told them about the snake-beast c. one of the hunters
7. Where is the signal fire placed?
8. On top of the island’s central mountain b. on the beach c. in the middle of the forest.

Answers: 1c; 2c;3a;4b;5a

Activity 3. Post –reading Activity. Express your opinion about the place chosen by the boys for the signal fire. Is it good or bad ? Justify your choice.

Possible answers:

1. I think the place chosen by the boys is good because the fire signal can be see more easily from a plane or an approaching boat.
2. I think the place chosen by the boys is bad because they can light up the forest.

**The 2nd sequence of techniques**

Activity 1. While- Reading Activity

The students are divided into groups of four. They shouldread the text below and do the tasks . The tasks are, as follows:

1.1 a. Identify who the person who summoned the how is.

b. How the boys were sitting and how this may be indicative of following events?

c. How Ralph felt at first when he wanted to speak. How things changed. Why?

d. What Jack says and does and how this may indicate his future actions. Explain

‘By the time Ralph finished blowing the conch the platform was crowded. There were differences between this meeting and the one held in the morning. The afternoon sun slanted in from the other side of the platform and most of the children, feeling too late the smart of sunburn, had put their clothes on. The choir, less of a group, had discarded their cloaks.

Ralph sat on a fallen trunk, his left side to the sun. On his right were most of the choir; on his left the larger boys who had not known each other before the evacuation; before him small children squatted in the grass.

Silence now. Ralph lifted the cream and pink shell to his knees and a sudden breeze scattered light over the platform. He was uncertain whether to stand up or remain sitting. He looked sideways to his left, toward the bathing pool. Piggy was sitting near but giving no help.

Ralph cleared his throat.

"Well then."

All at once he found he could talk fluently and explain what he had to say. He passed a hand through his fair hair and spoke.

"We're on an island. We've been on the mountain top and seen water all round. We

saw no houses, no smoke, no footprints, no boats, no people. We're on an uninhabited island with no other people on it."

Jack broke in.

"All the same you need an army--for hunting. Hunting pigs--"

"Yes. There are pigs on the island."

All three of them tried to convey the sense of the pink live thing struggling in the

creepers.

"We saw--"

"Squealing--"

"It broke away--"

"Before I could kill it--but--next time!"

Jack slammed his knife into a trunk and looked round challengingly.

The meeting settled down again.

"So you see," said Ralph, "We need hunters to get us meat. And another thing."

(William Golding, “Lord of the flies”, Chapter 2.)

* 1. Read the following questions and answer with True or False:

1. When Ralph finished blowing the conch, the platform was not crowded at all. True/ False
2. They were on an uninhabited island with no other people on it. True/ False
3. They didn’t need hunters to get them meat because they were able to find it by themselves. True /False
4. All three of them tried to convey the sense of the pink live thing struggling in the creepers. True/ False

Answers: a. F; b. T; c. F; d. T

1.3 Give synonyms or explain the following words from the context: evacuation, conch, uninhabited, evacuation = shifting, expulsion conch=shell, oyster

uninhabited= unpopulated, unsettled

**squatted- lowered body by bending knee**

broke away- escaped/fled

1.4 Choose the correct answer:

1. ………….slammed his knife into a trunk and looked round challengingly.
2. Jack b) Ralph c) Piggy
3. ……………was sitting near but giving no help.
4. Piggy b) Simon c) the choir
5. What animals were there on the island?
6. sheep b) cows c) pigs

1a; 2a; 3c

Activity 2. Post – reading Activity

* 1. Express your opinion. What do you think? Answer these questions and let your classmates know what your point of view is on what happened on the island.

1. Why was Piggy excluded and not considered a leader? Do you believe that things would have been different if the other boys had respected his ideas and actions?
2. How do you think that the abusive leadership style that Jack had could have affected the situation even more?
3. Suppose the plot of Lord of the Flies involved a mixed group of girls and boys, instead of all boys. Do you think the same violent and cruel tendencies would have emerged on the island?
   1. Giving solutions to problems. Justify your answers.

Imagine that you and your group of friends get stuck in a similar situation as the boys from the island. How would you act to save both your life and your friends’? ( 50/100 words)

* 1. Debate.

1. Defend and/or criticize Ralph's actions as leader. What were his motivations? Give your opinion on his actions.
2. “We'll have rules!" he cried excitedly. "Lots of rules! Then when anyone breaks 'em--""Whee--oh!" Do we really need rules? Do we really need to break them?

**Chapter 3. Huts on the Beach**

The students read this chapter before the class starts. So, they know that in this chapter we can see how the conflict between Ralph and Jack, the two main characters, develops. When Ralph accuses Jack of using his hunting duty as an excuse for wasting time instead of helping him build a shelter, Jack tries to reason that all the boys need meat and it should be their priority. But while Jack has more boys to help him, the only boy who helps Ralph is Simon.

Activity 1. Answer the following questions . Expand on the chosen answer with more reasons justifying your opinion with arguments from what you have read.

1. Who do you agree with?

* With Ralph, because if they don’t have where to sleep then they could be in danger.
* With Jack, because they can’t eat only fruits forever. They need meat.
* I have a different opinion.

1. Why do you think nobody but Simon helps Ralph?

* He isn’t a good leader.
* All the boys want to help Jack.
* They don’t think that the shelters are that important.

1. How could've Ralph and Jack avoided the fight?

* First, they should have helped Ralph and then go hunting.
* They should have hunted first and then go help Ralph
* They should have divided into halves for the two tasks.

Conclusion:

From this part of the chapter we observe that the boys, now stranded on the island, have different opinions of how they should try to stay alive. Jack and Ralph being the best example as they both want to be the leader of the group.

1. Do you think that the conflict can be applied at a bigger scale? Sustain your answers with arguments.

* Yes
* No

Possible answer: The conflict between the two of them can also be applied at a bigger scale to the “real” world because, on the one hand, there has been a permanent fight between our desire to give in to our natural instincts, to have power and to be selfish, and on the other hand, to follow the rules we are taught so that we could live in peace and order.

Activity 2. The teacher focuses the attention on another character, Simon.

2.1 In pairs, the students answer the following questions and sustain their answers with arguments.

1. What kind of person Simon is?
2. Where does he feel happier and more secure, in nature or with the other boys?

The teacher elicits the answers that throughout the chapter, Simon is presented a little more than before, the author showing us a new part of him. We can see the bond between Simon and nature, that he is the single one who is willing to help Ralph build the shelter and the only one that does not make fun of the little ones.

2.2 Choose one of the two variants. Give one more reason for the variant you chose and another one that made you reject the other answer.

1. Do you think that maybe Simon should be the leader?

* Yes, because he could bring peace and the group will no longer fight.
* No, because his role is not to be a leader.

2.Do you think Simon was taught to be kind, but eventually will end up like Jack and his friends?

* Yes, he will eventually give in and be like the others.
* No, he was not taught to be kind, this is the way he is.

Conclusion

Simon is a reminder that even when the “world” is in a constant fight, there still is kindness and generosity. He doesn’t have to be a leader as his goodness already makes a big difference.

2.3 Answer the T/F sentences.

1. Ralph and Jack are good friends. (False)

2. Jack is the leader of the hunting group. (True)

3. Jack wants to be the leader (True)

4. Simon is not helpful at all (False)

5. Everybody helped Ralph build shelters (False)

6. Simon hates the little ones (False)

7. Jack thinks that bringing meat should be the priority (True)

Activity3. Making choices and giving arguments for supporting them.

Complete the sentences and justify the choice you make.

1. In this chapter I can relate more to …… .
2. I think …… should be the leader.
3. …… is my favorite character.
4. If I was on a deserted island my priority will be …… .
5. I would survive only …… on that island.
6. If I had been the leader, I could have made things …… .

**Chapter 4. Painted faces and Long Hair**

**The 1st sequence of techniques**

Activity 1.The teacher has given the students the assignment to read chapter 4, and in three groups that form team A and other three groups that form team B, they will find the following information**:**

Team A.

-the main idea

-the most important events in the chapter

- how the facts and actions from this chapter support the main idea that you have mentioned

Team B

- the most important detail

- the aspect that you consider the most interesting of all

-the most striking detail from the chapter

Each team gathers and the three groups exchange information and compare notes after they have completed the task. The students read their findings in front of the others.

Activity 2. Asking for details in order to reach a consensus on the previous task.

* 1. The teacher asks the students about how the details that they have mentioned have led them to the conclusions they have reached. Each group from the two teams explains.
  2. Each team asks the other one different questions, about their findings so that the task should be solved.

The teacher intervenes from time to time and leads them to the right answers.

**The 2nd sequence of techniques**

Activity 1. The students are asked to sum up the main events of this chapter.

Taking into account that in this chapter, the boys have already formed a routine in which, every day is the same. But the little ones believe that a beast is hiding in the woods. While Jack is focused on the idea of killing a pig, he forgets about the signal fire, which has gone out. Meanwhile, Piggy and Ralph sees a ship on the horizon but because of the fire they have missed their chance to escape.

Activity2. Expressing opinions. The students have to choose one of the two variants and enlarge upon the statement they have chosen.

1. Do you think that Jack is too obsessed with the task to bring meat to the boys?

* Yes, he should think of other things as well.
* No, meat is very important for survival so he should be like this.

1. Do you think that Jack’s mistake should have consequences?

* Yes, he should pay for his mistake.
* No, he did not intend to lose the fire.

Jack and the hunting group returns from the woods with a dead pig and when Ralph tries to argue with him that it is his fault they have missed the ship and when Piggy joins Ralph to reason with them as well, he is slapped by Jack causing one of his lenses to break.

1. Should Jack be forgiven for his action because he brought meat?

* Yes, at least if he forgot about the fire, he has food.
* No, the priority is to get off the island.

Activity 3. Debate on the right course of action for Jack and Ralph.

Activity 4. Pair work.

4.1 The students are divided into pairs and they have to mention three main features of the following characters.. They students need to justify their answers with examples from the text.

Jack is 1………/2………/3………….

Ralph is 1………/2………/3………….

Piggy is 1………/2………/3………….

Possible answers: (kind, a good hunter, smart, a good leader, loyal, mean, helpful, ignorant, organised)

4.2 The students read their answers and exchange opinions.

Activity 5. Identify the character who said the following: Piggy, Ralph or Jack.

1. "For hunting. Like in the war. You know--dazzle paint. Like things trying to look like something else--Like moths on a tree trunk."
2. "We got a lot of sticks. We could have a sundial each. Then we should know what the time was."
3. "There was a ship. Out there. You said you'd keep the fire going and you let it out!"

Activity 6. Put the sentences in the right order.

1. Jack slapped Piggy
2. Ralph and Piggy see the ship
3. Ralph and Jack fight
4. Jack brings the meat
5. Ralph observes the fire has gone out

Activity 7. Take action! Pair Work. One of the students is Ralph and the other is Jack. In pairs, decide what you would do if you were one of them. Explain why.

**Chapters 3 and 4**

**The 1st sequence of techniques**

Activity 1.

* 1. Identify the main idea. What makes you think so. Support your opinion with arguments.
  2. State what the fire stands for. How about the pig? What helps you decide that they are the symbols of the civilisation and wilderness

The conflict between civilisation and wilderness represented by the fire and the pig

In chapter three and four the differences between the boys are getting bigger and bigger and we need to understand the reasons why they take a certain type of action, why they react the way they do and if they have certain values that guide their actions.

Activity3.

3.1 Express your opinion. The students are given 2 minutes for each question to write the answer, and then they read out.

-What does civilisation mean to you?

Possible answer: The level of material and spiritual development of society in an era given to a people, a state, etc.

-Do you think that in our lifetime it is possible for our civilisation to collapse? Justify your answers.

Possible answers: Yes, as our world is fragile, there are so any nuclear weapons and so many conflicting interests./ No, because we are to strongly connected to one another and we can make the necessary decisions in due time to prevent this from happening.

The teacher writes down the key words from what the students say.

What are the elements in common that you have mentioned for each question?

|  |  |  |
| --- | --- | --- |
| What civilization means | Reasons why our civilization may collapse | Reasons why it is impossible for our civilization to collapse |
|  |  |  |

Activity 4.

The teacher explains that in this story, through the characters actions, we can witness the fight that is within human nature and also the fight that is openly shown in the desire for dominance. All these struggles and transformations are shown through the characters’ actions, but at the same time, they appear at symbolic level.

Pair work. Name 3 symbols that are used in the text.

The students give their answers and these ones are written down on blackboard/whiteboard/flipchart.

Possible answers:

-Piggy’s Glasses: As Piggy is the most intelligent and rational boy on the island, his glasses may represent the power that both science and intellectual development possess in a society.

-The Conch Shell: the conch shell may be seen as the symbol of civilisation and the necessity of order, as it is the shell whose holding grants the boy’s right to speak during their meetings. In this way, the shell may be perceived as the embodiment of democracy and political legitimacy.

The Signal Fire- can be viewed as the barometer of the level at which the boys connect to civilisation. In the earliest stage of the novel, the boys manage to keep the fire to signal that they really want their return to civilization. to be rescued and return to society, whereas the moment the fire goes out, the boys embraced their savage lives and lost their desire to be saved from the island. So, the signal fire measures how powerful the instinct of living in a civilized society is at certain moments of the plot unfolding.

Activity 5 Game Time:

5.1 Let’s imagine that your classmates and you will have to spend 3 months on a deserted island. Exactly as in this novel, things might get wrong regarding human relationships. In order to feel protected, you have the right to choose 2 human values, such as honesty, respect, trust, hope, cooperation, compassion, friendship, forgiveness, wisdom that give you strength and that will be respected by all the other people on the island.

You will form four tribes and together with the members of your tribe, you will negotiate to choose only 2 human values to keep from the list that each person’s right has form. There will be two representatives selected from each tribe who will negotiate with the other tribes the final two human values to be kept.

During the process of negotiation, the students will use arguments to tell why a certain value is more important than the others, given the circumstances.

5.2 The students will express their opinion on how these two human values that they have chosen would have changed the actions of characters from ‘Lord of the Flies’.

**Chapter 5 –Beast from Water**

**The 1st sequence of techniques**

SUMMARY OF THIS CHAPTER

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This chapter points out the boys' failure to respect the group's rules, and how Jack starts to turn the children against their leader, Ralph. After the beast is brought into discussion at a meeting which Ralph summoned, everybody is scared and flees with Jack.

Activity 1. Comprehension questions. Answer the following questions.

1. What is the meaning of the boys' actions?

**2.** Why do you think the boys leave Ralph for Jack?

3.What would you do if you were in this situation? Would you join Jack?

Possible answers: The boys' fear of the beast becomes an important aspect of their lives, and it is growing by the day. By leaving Ralph and joining Jack, the children clearly show that their loyalty to Ralph is decreasing and they have started to put their faith in Jack.

1. What is Jack's purpose?

Possible answers: By hinting the beast's existence, Jack manipulates the children to his advantage. In this way, the beast becomes Jack's main source of power, by enabling the children to act themselves as the beast and rip their humanity away.

1. Why does he do that? What do you think that would happen if Jack and Ralph cooperated?
2. What questions remain unanswered?

Nobody knows for sure if the beast really exists. The two main protagonists have different approaches to how they handle the situations: Jack insists on the beast’s existence whereas Ralph tries to keep the boys calm.

1. Do you believe that the beast exists? Which one of the boys is right?
2. What does Simon think?

Possible answer: Simon believes that the beast is something that exists not only in the jungle, but in fact, it is already inside each boy, in his mind and soul and can be referred to as this inner savagery and evil that slowly but surely takes control of them.

1. Is Simon right? Explain what makes him think this way about the beast's existence.
2. What does Ralph do next?

Ralph wants to blow the conch so he can call the children back, but he doesn't.

1. Why doesn't Ralph blow the conch?
2. Would the children return if Ralph blew the conch?
3. What would you do if you were in Ralph's situation?

Activity 2.Working on the text.

2.1 Mark the words that show the child's terror of the beast.

"Last night I had a dream, a horrid dream, fighting with things. I was outside the shelter by myself, fighting with things, those twisty things in the trees." He paused, and the other littluns laughed in horrified sympathy. "Then I was frightened and I woke up. And I was outside the shelter by myself in the dark and the twisty things had gone away." The vivid horror of this, so possible and so nakedly terrifying, held them all silent. The child's voice went piping on from behind the white conch. "And I was frightened and started to call out for Ralph and then I saw something moving among the trees, something big and horrid."

(horrid dream, horrified, frightened, horror, terrifying, something big and horrid)

2.2**.** Unjumble the text.Put the following sentences into the correct order**.**

1. Ralph chose the firm strip as a path because he needed to think, and only here could he allow his feet to move without having to watch them.

2. Suddenly, pacing by the water, he was overcome with astonishment.

3. He found himself understanding the wearisomeness of this life.

4. The tide was coming in and there was only a narrow strip of firm beach between the water and the white, stumbling stuff near the palm terrace.

(4, 1, 2, 3)

2.3 . Draw lines t**o** connect the correct sentences**.**

1. He spread his arms wide a. to the chief's seat. (4)

2. Jack paused b. how time was passing. (5)

3. This meeting must not be fun c. and turned to the whole triangle. (1)

4. Ralph turned d. but business. (3)

5. The sun in his eyes reminded him e. and turned to his hunters. (2)

2.4True or false

**a.** Jack is willing to cooperate with Ralph. T/F (F)

**b**. The children are terrified of the beast. T/F (T)

**c**. Piggy and Simon flee with the other children. T/F (F)

**d**. Jack manipulates the children. T/F (T)

**e**. Ralph blows the conch to summon the boys back to the group. T/F (F)

2.5.Place the correct words in the text.

Ralph moved \_\_\_\_\_\_\_\_\_. The trouble was, if you were a \_\_\_\_\_\_ you had to think, you had to be \_\_\_\_\_. And then the occasion \_\_\_\_\_\_\_\_ by so that you had to grab at a decision. This made you think; because thought was a \_\_\_\_\_\_\_\_ thing, that got results.

GIVEN WORDS**:** chief, slipped, valuable, wise, impatiently.

(impatiently, chief, wise, slipped, valuable)

Activity 5**.** Explanation time

5.1

a. Explain Ralph's vision of the group's goals and how they work based on the text and your own interpretation.

b. Explain Jack's vision of the group's goals and how they work based on the text and your own interpretation.

c. Explain how their leadership goals are different or similar.

5.2**.** Explain the following quote, taking into account the two questions:

-What's Ralph's vision of the situation?

-Why do you think that everything is falling apart?

"Things are breaking up. I don't understand why. We began well; we were happy. And then--" He moved the conch gently, looking beyond them at nothing, remembering the beastie, the snake, the fire, the talk of fear. "Then people started getting frightened."

Activity 6. Predict how their conflict will grow and what the consequences may be.

Activity 7. Role play - groups of 4.

Imagine you are Ralph, Jack, Piggy and Simon. Act like you have just landed on this deserted island. What would you do in this situation? Cooperate with the others, by playing the characters given and acting like them.

**The 2nd sequence of techniques**

We can also name this chapter "Order vs. Chaos" because the more Ralph tries to maintain order, the more rude and cruel Jack will become. Firstly, the boys think there is a beast that comes from water on the island, but then they are talking about being a ghost on the island and how afraid they are.

Simon says, “…maybe there is a beast…What I mean is…maybe it’s only us.” , line, which in fact points at dehumanization. The boys forget to be humans, every single boy is on his own, and they only want to survive, even if this means turning against the others.

The monster on the island is imagined by the younger boys and by the fear that they could feel every single moment. It becomes apparent they should worry about the monsters within each of them.

The main idea of the chapter is presented by the conflict between the rules that Ralph tries to set up while he learns to be a good leader who can make rules and establish tasks that everyone will respect and the disorder that Jack provokes through the prevalence of savage instincts. Jake asks "Am I a hunter or am I not?"

Activity 1. Activities on the text.

1.1 Pair Work. Discuss the question: If you were in this situation, would you act like Ralph or like Jack? Explain your answer. Make comparisons.

1.2 Choose the right answer:

1. Who said this:"I've been alone. By myself I went, thinking what's what. I know what we need. An assembly to put things straight. And first of all, I'm speaking." ?
2. Piggy
3. Ralph
4. Jack
5. Simon
6. Jack is constantly fighting "Who cares what you believe,….?”:
7. Simon
8. Percival
9. Maurice
10. Piggy
11. When the boys were thinking about a ghost on the island, Piggy said something like:
12. "Then I was frightened and I woke up. And was outside the shelter by myself in the dark and the twisty things had gone away."
13. "Last night I had a dream, a horrid dream, fighting with things. I was outside the shelter by myself, fighting with things, those twisty things in the trees."
14. "And I was frightened and started to call out for Ralph and then I saw something moving among the trees, something big and horrid."
15. "I don't believe in no ghosts--ever!"

1.b), 2.d) ,3.d)

* 1. Read the following excerpts from chapter 5 and add suffixes or prefixes to the words in the brackets so that each of them should be correct in the context.

1. Ralph lifted the conch and peered into the gloom. The (1. LIGHT)……… thing was the pale beach. Surely the littluns were nearer? Yes—there was no doubt about it, they were huddled into a tight knot of bodies in the central grass. A flurry of wind made the palms talk and the noise (2 SEEM)……. very loud now that (3… DARK)……and silence made it so (4 NOTICE)……. Two grey trunks rubbed each other with an evil speaking that no one had noticed by day.

Answers : 1.LIGHTEST, 2. SEEMED,3. DARKNESS, 4. NOTICEABLE

b) At that he walked faster, a ware all at once of (1. URGENT)……and the declining sun and a little wind created by his speed that breathed about his face. This wind pressed his grey shirt (2 AGAIN).…..his chest so that he noticed--in this new mood of comprehension—how the folds were stiff like cardboard, and unpleasant; noticed too how the frayed edges of his shorts were making an (3. COMFORT)...., pink area on the front of his thighs. With a convulsion of the mind, Ralph discovered dirt and decay, understood how much he disliked perpetually flicking the tangled hair out of his eyes, and at last, when the sun was gone, rolling (4. NOISE)…to rest among dry leaves. At that he began to trot.

Answers: 1.URGENCY, 2.AGAINST, 3.UNCONFORTABLE, 4.NOISILY

Activity 2. Give your opinion on the following. Use relevant arguments to sustain your idea.

1.How do you think you would react if you were the leader of the group and “a monster” attacked you?

1. What is your opinion about dehumanisation? What would you do to solve that?
2. Do you think it is good to lead a group when you have the belief that nothing is going to stop you?

Activity 3. Based on what you learn by this chapter, write an essay with the following introduction: "All this I meant to say. Now I've said it. You voted me for chief. Now you do what I say” ( 150-200 words)

**Chapter 6- Beast from Air**

Activity 1**.** Prediction Activity

1.1The teacher asks the students to predict what the beast from the title might be.

1.2 The students are given some words or phrases from an excerpt and in groups they will predict what happens.

The words are: horizon, path of light, lights, moved fast, battle, bright explosion, darkness, parachute, dangling limbs, wind the mountain-side, tangle and festoon ,shattered rocks, the figure bow forward

The students read their short compositions.

Activity 2.

2.1 Read the text below and tell if your predictions were right.

‘A sliver of moon rose over the horizon, hardly large enough to make a path of light even when it sat right down on the water; but there were other lights in the sky, that moved fast, winked, or went out, though not even a faint popping came down from the battle fought at ten miles' height. But a sign came down from the world of grownups, though at the time there was no child awake to read it. There was a sudden bright explosion and corkscrew trail across the sky; then darkness again and stars. There was a speck above the island, a figure

dropping swiftly beneath a parachute, a figure that hung with dangling limbs. The changing winds of various altitudes took the figure where they would. Then, three miles up, the wind steadied and bore it in a descending curve round the sky and swept it in a great slant across the reef and the lagoon toward the mountain. The figure fell and crumpled among the blue flowers of the mountain-side, but now there was a gentle breeze at this height too and the parachute flopped and banged and pulled. So the figure, with feet that dragged behind it, slid up the mountain. Yard by yard, puff by puff, the breeze hauled the figure through the blue flowers, over the boulders and red stones, till it lay huddled among the shattered rocks of the mountain-top. Here the breeze was fitful and allowed the strings of the parachute to tangle and festoon; and the figure sat, its helmeted head between its knees, held by a complication of lines. When the breeze blew, the lines would strain taut and some accident of this pull lifted

the head and chest upright so that the figure seemed to peer across the brow of the mountain.

Then, each time the wind dropped, the lines would slacken and the figure bow forward again, sinking its head between its knees. So as the stars moved across the sky, the figure sat on the

mountain-top and bowed and sank and bowed again.

* 1. Tell what the general atmosphere in the selected text is.
  2. Pair Work. What do you think that this parachutist will mean for the boys’ plight.
  3. What does the air battle remind us of?

What is the similarity between the conflict on the island and the conflict in the outside world, the place the boys come from?

Activity 3.

1.1 Group Work. Predicting. Students will read the following extract and are asked to predict what happens next.

‘Ralph was dreaming. He had fallen asleep after what seemed hours of tossing and turning noisily among the dry leaves. Even the sounds of nightmare from the other shelters no longer reached him, for he was back to where he came from, feeding the ponies with sugar over the garden wall. Then someone was shaking his arm, telling him that it was time for tea.

"Ralph! Wake up!"

The leaves were roaring like the sea.

"Ralph, wake up!"

"What's the matter?"

"We saw--"

"--the beast--"

"--plain!"

"Who are you? The twins?"

"We saw the beast--"

"Quiet. Piggy!"

The leaves were roaring still. Piggy bumped into him and a twin grabbed him as he made for the oblong of paling stars.

"You can't go out--it's horrible!"

"Piggy--where are the spears?"

"I can hear the--"

"Quiet then. Lie still."

The students read out their answers. The teacher asks one of the students to read the next excerpt from the novel so that the students should see if their predictions have been right.

They discuss which prediction is close to the real storyline.

1.2 Explain why you think that Ralph has this sweet dream.

1.3 Explain the difference between reality and dream in Ralph’s case.

**The second sequence of techniques.**

Activity 1. Pair Work. Read the following extract. What do you think that had happened before, that made Ralph speak like that.

‘-Ralph struck the skin off his knuckles. They did not seem to hurt.

"I'm chief. We've got to make certain. Can't you see the mountain? There's no signal showing. There may be a ship out there. Are you all off your rockers?"

Mutinously, the boys fell silent or muttering.

Jack led the way down the rock and across the bridge. ‘–

Explain how characters act. What makes them behave in this way?

Activity 2. Expressing opinions.

1. What do you think is the reason why the democracy didn’t work on the island?
2. What do you think that is the reason why the boys chose Jack over Ralph?
3. What is your opinion about Jack? What about Ralph?
4. Do you think that Jack may have some good side?

Activity3.

3.1Explain what the words below mean and talk about how much meaning these words get in the context of the novel.:

Lagoon/Hunter/Unharmed/Chief/Team/Darkness

Lagoon: a stretch of salt water separated from the sea by a low sand bank or coral reef.

Hunter:a person who [hunts](https://dictionary.com/browse/hunt) game or other wild animals for food or in sport.

Unharmed:physical injury or mental damage; hurt

Chief:the head or leader of an organized body of people; the person highest in authority

Team:a number of persons forming one of the sides in a game or contest:a football team.

Darkness:1)the state or quality of being dark;2) absence or deficiency of light; 3)The darkness of night.4)wickedness or evil

3.2 From the words written under the text, form words that best suit the context for each gap.

They lay there 1….., at first with doubt but then with terror to the description the twins breathed at them between bouts of extreme silence. Soon the 2….was full of claws, full of the awful unknown and menace. An interminable dawn faded the stars out, and at last light, sad and grey, filtered into the shelter. They began to stir though still the world outside the shelter was 3…..dangerous. The maze of the darkness sorted into near and far, and at the highpoint of the sky the 4…..were warmed with color. A single sea bird flapped upwards with a hoarse cry that was echoed presently, and something squawked in the forest. Now streaks of cloud near the horizon 5…..to glow rosily, and the 6……tops of the palms were green.

1. LISTEN
2. DARK
3. POSSIBLE
4. CLOUD
5. BEGIN
6. FEATHER

LISTENING,DARKNESS,IMPOSSIBLY,CLOUDLETS,BEGAN,FEATHERY

**Chapter 7-Shadows and Tall Trees**

Activity 1.

* 1. Read the text and identify what the sea represents for Ralph.
  2. Identify the words that makes Ralph feel in this way.
  3. What are the words that Simon uses to comfort him.

“Wave after wave, Ralph followed the rise and fall until something of the remoteness of

the sea numbed his brain. Then gradually the almost infinite size of this water forced itself on

his attention. This was the divider, the barrier. On the other side of the island, swathed at

midday with mirage, defended by the shield of the quiet lagoon, one might dream of rescue;

but here, faced by the brute obtuseness of the ocean, the miles of division, one was clamped

down, one was helpless, one was condemned, one was-Simon was speaking almost in his ear. Ralph found that he had rock painfully gripped in both hands, found his body arched, the muscles of his neck stiff, his mouth strained open.

"You'll get back to where you came from."

Simon nodded as he spoke. He was kneeling on one knee, looking down from a higher

rock which he held with both hands; his other leg stretched down to Ralph's level.

Ralph was puzzled and searched Simon's face for a clue.

"It's so big, I mean--"

Simon nodded.

"All the same. You'll get back all right. I think so, anyway."

1.4 Is Ralph behaving like a leader in this selected text? Support your answer with evidence from the text.

1 5 The teacher says that in this paragraph, we can see Ralph’s vulnerable side, he is the leader and he opens up to Simon when he tells him how he logs his home. Based on this text, answer the questions**:**

* Do you think that a leader can show that he is vulnerable? Does this mean that he is a bad leader? Why?
* Do you think Simon chose correctly to support Ralph? What would you do if you were in Simon’s place?

Activity 2. Personal Experience.

2.1 Pair Work. The students’ task is to express their opinions on the given sentences and explain why these things happen.

1. ”By now, Ralph had no self-consciousness in public thinking but would treat the day's decisions as though he were playing chess. The only trouble was that he would never be a very good chess player.”
2. ”Ralph looked at the sun critically. "Early evening. After tea-time, at any rate."
3. "We can't leave the littluns alone with Piggy. Not all night." The other boys said nothing but stood round, watching him. ”

Activity3. Imagine you were in Ralph’s place. Do you think that being on that island can affect your mental health? Give examples to sustain your answers.

Activity 4.

4.1Pair Work. One of you is the reporter and the other partner needs to give true answers.

Have you or has one of your acquaintances ever….

1. Been a victim of an accident?
2. Experienced something traumatising?

Explain what has happened and how the person coped with the respective situation.

4.2 How would have you reacted if this had been about you?

**Activity 5. Use the word given in capitals to form a word that best fits in the gap in each line.**

The bushes crashed ahead of them. Boys flung themselves 1.……..(wild) from the pig track and scrabbled in the creepers, 2. …….(scream). Ralph saw Jack nudged aside and fall.

Then there was a creature bounding along the pig track toward him, with tusks gleaming and an 3. ………(to intimidate) grunt. Ralph found he was able to measure the distance coldly and take aim. With the boar only five yards away, he flung the foolish wooden stick that he carried,4. …….(see) it hit the great snout and hang there for a moment.

The boar's note changed to a squeal and it swerved asideinto the covert. The pig-run filled with shouting boys again, Jack came 5. ……..(run) back, andpoked about in the undergrowth

Answers:Wildly**;** Screaming**;** Intimidating**;** Saw**;** Running

**Chapter 8. Gift for the Darkness**

I should start by saying that Lord of the Flies was an amazing book, Chapter 8 being one of my favorites.The key element is the allegory, a fable in which the characters are symbols for abstract ideas.The main themes in the book are POWER, the novel exploring the struggle for power and control that ensues after the boys form a new society and the HUMAN NATURE, the constant tension between civilisation and power providing insights into the darker side of human nature.

Activity 1. Warm up. Let’s start with an imagination exercise:

1.1Let’s say that you are forced to go on a deserted island. What would you take? ( Please, select only 4 items). The students write down their answers.

1.2 Group Work. Select from the items that have been mentioned, four items that seem the most important for your survival.

1.2 Each team elects a spokesperson to negotiate with the other groups about the most important to be chosen at class level.

Activity 2. The students are asked questions about the symbols that the author used.

At symbolic level the book investigates what happens to civilised people when the structures of civilisation disappear.

1.What do you think the conch symbolise?

The conch represents the order.

2.What about the Fire?

The fire symbolises hope.

3.With which Bible character do you associate Simon?

Simon is Jesus under another form.

Activity 3. In pairs, the students answer a ‘True or False’ exercise

1. Ralph kicked out Jack from his tribe A F
2. The beast lives in the sea A F
3. They built another fire on the mountain A F
4. Jack died at the end of the chapter A F
5. Jack calls a meeting on the beach A F

Activity 4 Understanding how the character would act or react.

Which characer do you think believes/ says/ did or does the following.

1.Back on the beach, … can't believe the [beast](https://www.litcharts.com/lit/lord-of-the-flies/symbols/the-lord-of-the-flies-the-beast) is real.

2… says his hunters could kill the [beast](https://www.litcharts.com/lit/lord-of-the-flies/symbols/the-lord-of-the-flies-the-beast).

3… suggests they climb the mountain. … considers the suggestion insane.

4... has wandered alone into the forest. He enters a secret glade and sits there in the sun. Though he gets thirstier and thirstier, he continues to sit.

5… emerges from the forest into …'s camp. As his followers steal fire from the signal fire, he invites Ralph's group to come his feast, then disappears.

1. Piggy; 2. Jack; 3. Simon/Piggy; 4. Simon; 5. Jack, Ralph

Activity 5. Comprehension questions. The students answer the following questions in groups and then compare their answers.

1)What gift does Jack offer to help pacify the Beast?

Possible answer:Jack offers the sow's head, him and his hunters had killed.

2)What is "The Lord of the Flies?"

The answer:A pig’s head on a stick.

3)What does Piggy suggest they do, since they can't return to the mountain to build a fire?

The answer:Piggy suggests that since they cannot have a fire on the mountain they should have it on the beach.

4) How does Jack respond when Ralph calls his hunters "boys armed with sticks?"

Possible answer: In "Lord of the Flies" when Ralph calls Jack's hunters "boys armed with sticks" Jack is offended and returns to his friends to twist Ralph's words, claiming that he called the hunters cowards. Jack also believes Ralph is not a proper chief.

5)What do you think Ralph and Jack represent?

6) Why do some boys followed either Ralph or Jack?

7)Which one would you personallyfollow? Why?

8) Are you a leader or a follower?

Activity 6.

6.1The students do the quiz and then compares the answers with the partner.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Whom would you choose to..** | Ralph | Simon | Jack | Piggy |
| Be your best friend? |  |  |  |  |
| Spend an entire day with? |  |  |  |  |
| Keep a secret? |  |  |  |  |
| Help you with your homework? |  |  |  |  |
| Kick out of the group? |  |  |  |  |
| Cheer you up when you’re down? |  |  |  |  |
| Adopt into your family? |  |  |  |  |

6.2 The students justify their answers with evidence from the novel

6.3. The students match the two columns and talk about why they have chosen in this way.

Glasses Jack

Sow Ralph

Conch Piggy

Hunt Lord of the Flies

6.4 The students are given a multiple choice exercise and justifies their choices orally.

Jack decides that … wasn’t a proper chief.

a. Roger b. Ralph c. Piggy

Lord of the Flies was…

a. Sam b. the sow c. a snake

They built a fire …

a. on the mountain b. in the jungle c. on the beach

Every “biggun” left Ralph’s group except …

q. Piggy, Roger, Sam and Eric

b. Simon, Roger, Bill

c. Simon, Piggy, Sam and Eric

Activity 7. The students will write a short composition (100 words) about the dialogue between Simon and the beast.

Activity 8.Role play. Characters: Ralph and Jack

Pretend that one of you is Jack, who tries to be the chief, fighting Ralph. What will you do? Why?

Activity 9. Read the following text and answer the following questions.

"You are a silly little boy," said the Lord of the Flies, "just an ignorant, silly little boy." Simon moved his swollen tongue but said nothing. "Don't you agree?" said the Lord of the Flies. "Aren't you just a silly little boy?" Simon answered him in the same silent voice. "Well then," said the Lord of the Flies, "you'd better run off and play with the others. They think you're batty. You don't want Ralph to think you're batty, do you? You like Ralph a lot, don't you? And Piggy, and Jack?" Simon's head was tilted slightly up. His eyes could not break away and the Lord of the Flies hung in space before him. "What are you doing out here all alone? Aren't you afraid of me?" Simon shook. "There isn't anyone to help you. Only me. And I'm the Beast." Simon's mouth labored, brought forth audible words. "Pig's head on a stick." "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?" The laughter shivered again. "Come now," said the Lord of the Flies. "Get back to the others and we'll forget the whole thing." Simon's head wobbled. His eyes were half closed as though he were imitating the obscene thing on the stick. He knew that one of his times was coming on. The Lord of the Flies was expanding like a balloon."This is ridiculous. You know perfectly well you'll only meet me down there--so don't try to escape!" Simon's body was arched and stiff. The Lord of the Flies spoke in the voice of a schoolmaster. "This has gone quite far enough. My poor, misguided child, do you think you know better than I do?" There was a pause. "I'm warning you. I'm going to get angry. D'you see? You're not wanted. Understand? We are going to have fun on this island. Understand? We are going to have fun on this island! So don't try it on, my poor misguided boy, or else--" Simon found he was looking into a vast mouth. There was blackness within, a blackness that spread. "--Or else," said the Lord of the Flies, "we shall do you? See? Jack and Roger and Maurice and Robert and Bill and Piggy and Ralph. Do you. See?" Simon was inside the mouth. He fell down and lost consciousness.

9.1 What do you think about the dialogue?

Speak about it 1-2 minutes.

9.2 Do you consider it disturbing or inspiring?Why?

9.3 Why do you think the author chose Simon for this task?

9.4 Interpret the text at metaphorical level.

**Chapter 9-Lord of the Flies**

Activity 1.The students have had as a task to read this chapter and answer the following questions. They read out what they have answered and exchange opinions. They justify their answers with arguments from the text.

1. What are the main central themes approached in the novel, coming out of the chapter 9?

Possible answers:

-the relation between good and bad converted into a real analysis of the individual psychology to the collective one by the tendency of human nature to revert violently to the instincts when has to face certain conditions

- the conflict between civilization and savagery in the conflict

- the instinct of savagery is far more primal and fundamental to the human psyche than the instinct of civilization

-loss of innocence

1. What is the main idea from the chapter?

Possible answer: As it can be clearly emerged, CHAPTER 9 is critical to reveal the CENTRAL THEME associated with the idea of innate human evil which finds expression in several important symbols, most notably the beast and the sow’s head on the stake.

1. What is the main character of this chapter? Write down a characterization and make sure you make reference to his portrayal by giving examples from the text.

Possible answer: The protagonist from chapter 9 is Simon, who embodies a kind of innate, spiritual human goodness that is deeply connected with nature and, in its own way, as primal as Jack’s evil. Unlike all the other boys on the island, Simon acts morally not out of guilt or shame but because he believes in the inherent value of morality. He behaves kindly toward the younger children, and he is the first to realize the problem posed by the beast and the Lord of the Flies—that is, that the monster on the island is not a real, physical beast but rather a savagery that lurks within each human being.

Activity 2.

2.1 There is given the following text. Answer the following questions.

“Simon was crying out something about a dead man on a hill… The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the center, its arms folded over its face. It was crying out against the abominable noise, something about a body on the hill… At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore” – scene narrative-descriptive that depicts the fundamental moral feature assigned to Simon( power of wisdom) in order to shatter the psychological involuntary misconceptions of an existent beast, yet his attempts of explanation to the boys the “ secret” he has just found out, were all turned out into ashes.

-What artistic process can you recognize? Give some examples to support your

argument.

Possible answer: ALLEGORY highly sustained by the use of some “masks” in possession of fictive characters who represent important ideas or themes and also embody some little boys appearance, but lacked by any form of human values, so as to hide the real human beings moral disadvantages, utilized by the narrator on a satirical, preachy purpose. In addition, symbols are frequently used and the most salient is the imaginary beast that frightens all the boys stands for the primal instinct of savagery that exists within all human beings. The boys are afraid of the beast, but only Simon reaches the realization that they fear the beast because it exists within each of them. As the boys grow more savage, their belief in the beast grows stronger. By the end of the novel, the boys are leaving it sacrifices and treating it as a totemic god. The boys’ behavior is what brings the beast into existence, so the more savagely the boys act, the more real the beast seems to become.

**Chapter 11**. Castle Rock  
Activity 1. Read the following excerpt from chapter 11 and in pairs, answer the question.  
“You’ll get hurt.  
‘What can he do more than he has? I’ll tell him what’s what. You let me carry the conch, Ralph. I’ll show him the one thing he hasn’t got.”  
  
1.1 In about 30 words , explain the meaning behind this dialogue  
It is foreshadowing .the conversation between the two is supposed to be an ironic comment meant to suggest that something worse could happen, that ‘something’ being, of course, Piggy’s murder by Roger.

1.2 What would you do if somebody told you ‘ I’ll tell him what’s what’

a. at school

b. within your group of acquaintances

c. at home

d. in a similar situation that the boys in the novel have

Activity 2. Read the text and and in pairs do the asks.  
  
‘‘In the short chill of dawn the four boys gathered round the black smudge where the fire had been, while Ralph knelt and blew. Grey, feather yashes scurried hither and thither at his breath but no spark shone among them. The twins watched anxiously and Piggy sat expressionless behind the luminous wall of his myopia. Ralph continued to blow till his ears were singing with the effort, but then the first breeze of dawn took the job off his hands and blinded him with ashes. He squatted back, swore, and rubbed water out of his eyes.’’  
  
2.1 Find synonyms for the following words found in the given paragraph : anxiously,expressionless,dawn,smudge,luminous  
  
anxiously- tensely  
expressionless- empty  
dawn- morning  
smudge- dirt smear  
luminous- transparent  
  
2,2.Put the following events in the right order  
  
a) Piggy is killed by a massive boulder  
b) Ralph tries to separate Jack’s savage side from him by blowing the shell  
c)Ralph runs away  
d) Sam and Eric are forced to join Jack’s camp  
  
 Activity3. Read the following lines from the text and answer.

‘Jack glanced back at Ralph and then at the twins.  
“Grab them!” , he shouted ‘  
3.1 Would you have joined Jack’s camp or would you have stayed by Ralph’s side? Explain why.  
  
 Possible answer:Most of you probably think staying with Ralph is the rational decision, but you aren’t taking in consideration the fact that making this decision puts you at the risk of having the same faith as Simon.Of course, this only counts if you had a choice, since the twins were forced to do it.  
  
 3.2 “Don’t you understand, you painted fools?  
  
What’s the meaning behind the boys’ paint?  
  
Possible answer:The paint turns out to be more than camouflage. It doesn't just make Jack look like something else (say, part of the forest); it actually makes him into something else. It makes him into a savage—and then the chief. When his face is finished, "the mask was a thing of its own, behind which Jack hid, liberated from shame and self-consciousness" .With the paint on his face, Jack isn't choir-leader Jack anymore; he's a savage ready to be chief and the other boys, his minions  
  
3.3 “I just take the conch to say this. I can’t see no more and I got to get my glasses back. Awful things has been done on this island. I voted for you for chief.’  
  
What does the conch symbolize?  
  
Possible answer: The conch symbolizes leadership and civilization throughout the story. In the beginning, Ralph uses it as an extension of his power. Its destruction coinciding with Piggy’s death, represents the end of abstract authority and rational thought on the island, and the end of the moral authority and social standards that the boys had.  
Activity 4. Explain.

4.1What's the significance of Piggy's glasses?  
  
 Possible answer: Piggy's glasses are significant to the boys as they are the means with which the boys are able to get a fire started. Symbolically, the glasses are significant because they represent the intellectual and ordered side of humanity. The breaking of the glasses, just like the destruction of the conch, represents one of the breakings of the last tie to humanity that the boys have. After this event, it is a downward spiral into primal and animalistic behavior.   
  
4.2. Explain the contrast between Jack and Ralph  
  
Possible answer: Ralph really represents responsible leadership. He organises assemblies, creates rules, devises a democratic process...Ralph quickly matures on the island. He becomes a 12 year old with a conscience. It is interesting to watch Ralph muse about responsibility and leadership in the later chapters. Unfortunately most of the boys are not looking for a responsible leader. The boys want to be told what to do; they want to have "fun" and they are easily manipulated. Ralph tries hard to establish some kind of working order. He truly is respectful of most of the boys. To be fair to Ralph, he spent most of the time trying to prevent Jack from turning their island into a living hell. As stated before, most of the boys did not want to invest energy into Ralph's ideas (like shelters or signal fire). Ralph is not forceful by nature and could not manipulate like Jack could. Although Ralph is a good leader, Jack is more effective. Jack is naturally aggressive. Early in the book we see this through his repeated stabbings of trees. Later he learns to channel his aggression through rather clever manipulation. He learns to give and withhold when it benefits him (the giving of meat to Ralph). Jack learns that ruling by fear is much more effective than leading through consensus.

**Chapter 12.** Cry of the Hunters

Activity 1.

Read the text and answer:

‘’Ralph lay in a covert, wondering about his wounds. The bruised flesh was inches in diameter over his right ribs, with a swollen and bloody scar where the spear had hit him. His hair was full of dirt and tapped like the tendrils of a creeper. All over he was scratched and bruised from his flight through the forest. By the time his breathing was normal again, he had worked out that bathing these injuries would have to wait. How could you listen for naked feet if you were splashing in water? How could you be safe by the little stream or on the open beach?’’  
  
1.1.In 20-30 words , explain the meaning of the phrase ‘’ How could you be safe by the little stream or on the open beach?’’  
  
 Possible answer:From this phrase we learn the fact that ironically, Ralph himself has become the prey, while Jack and everyone else are the hunters.  
  
1.2‘’The afternoon died away; the circular spots of sunlight moved steadily over green fronds and brown fiber but no sound came from behind the rock. At last Ralph wormed out of the ferns and sneaked forward to the edge of that impenetrable thicket that fronted the neck of land.’’  
  
 Find synonyms for the following words found in the given paragraph : circular, frond, fern, sneak, impenetrable  
  
circular-round  
frond-petal  
fern- thicket  
sneak-creep  
impenetrable- impassable  
  
Activity 2.Put the following events in the right order   
  
a)Ralph is saved in the last moment-4  
b)Ralph destroys the Lord of the Flies-1  
c)Jack burns down the island-2  
d)Ralph gives up-3  
  
Activity3.

3.1Skim the text for the gist.  
‘’Ralph nearly flung himself behind a tree when he saw something standing in the center; but then he saw that the white face was bone and that the pig's skull grinned at him from the top of a stick. He walked slowly into the middle of the clearing and looked steadily at the skull that gleamed as white as ever the conch had done and seemed to jeer at him cynically. An inquisitive ant was busy in one of the eye sockets but otherwise the thing was lifeless.Or was it?  
The skull regarded Ralph like one who knows all the answers and won't tell. A sick fear and rage swept him. Fiercely he hit out at the filthy thing in front of him that bobbed like a toy and came back, still grinning into his face, so that he lashed and cried out in loathing. He wrenched the quivering stick from the crack and held it as a spear between him and the white pieces.’’  
  
3.2.What does the Lord of the Flies represent?(the pig head)  
  
 Possible answer:The Lord of the Flies" is another name for Beelzebub, or the devil. Thus, the pig's head with flies around it symbolically represents the force of evil that exists in all men.Itsymbolizes the savagery that the boys now exhibit outwardly.  
  
3.3.Draw the parallels between the Lord of the Flies and the conch.  
  
 Possible answers: The Conch symbolizes a civilized society that regulates itself through democratic engagement while the head of the pig is the exact opposite of that. The destruction of both of those is supposed to be a clash between the two.  
  
3.4

3.4 a. Read the text and solve the tasks.

‘A naval officer stood on the sand, looking down at Ralph in wary astonishment. "Are there any adults--any grownups with you?"

Dumbly, Ralph shook his head. He turned a halfpace on the sand. A semicircle of little boys, their bodies streaked with colored clay, sharp sticks in their hands, were standing on the beach making no noise at all.

"Fun and games," said the officer.

The fire reached the coconut palms by the beach and swallowed them noisily. A flame, seemingly detached, swung like an acrobat and licked up the palm heads on the platform. The sky was black. The officer grinned cheerfully at Ralph.  
"We saw your smoke. What have you been doing? Having a war or something?"

Ralph nodded.

The officer inspected the little scarecrow in front of him. The kid needed a bath, a haircut, a nose-wipe and a good deal of ointment.

"Nobody killed, I hope? Any dead bodies?"

"Only two. And they've gone."

The officer leaned down and looked closely at Ralph.

"Two? Killed?"  
  
-What does the Naval Officer represent?  
  
 Possible answer: The Naval Officer represents the chance of rescue to the stranded boys. He surveys the war-painted and dirty children holding ‘sharp sticks’ but initially dismisses their activities as ‘fun and games’. When Ralph explains about the two dead bodies, the officer begins to understand what has happened. The author’s allegory of war is fully realised in this scene when the officer chastises the boys for their behaviour before eventually resting his eyes on ‘the trim cruiser in the distance’. Of course, the Naval Officer is currently engaged in his own adult and very savage war.  
  
3.4.bFind antonyms for the following words : war, dead, closely.  
  
war-peace  
dead-alive  
closely-afar  
  
 Activity 4. .In about 100 words, create a continuation for the story after the boys have been rescued?  
  
 Possible answer: They sat in an idle silence, as the boat slowly chugged through the still blue ocean. Ralph glared at his hands, covered in dirt and splinters. The crew members busied themselves with all kinds of things, without sparing but a glance for them. Jack looked around as if he had just been frightened, is hands quivering and his face even more pale than usual. Roger seemed unaffected by the situation, he waltzed about the deck pondering what shall happen to them. Ralph held his head in his hands, weeping for all that has happened but at the same time his relief consumed him, his life had been spared. The ship neared coastline, the waves slowly washing away the shore. The boys all felt worried of their future. Would they be safe? Their Innocence lost, hearts wilted they shambled across the bridge onto the deck. Ralph glanced at Jack, but Jack just bowed his head.  
After the death's of Simon, Piggy and the loss of the boy with the birth-mark across his face was confirmed, it was to be held in court who was responsible. Jack & Ralph had both been leaders, so they were both liable. However court was postponed until they had both reached the age of 18, so they may be trialed as adults.

The first method is called ‘the cube method’ and it is used to explore a topic from multiple perspectives. It offers a complex and integrative approach to the learning process through which the teacher helps the learners to divide the given the task into manageable parts so that they can do it from a certain perspective.

Steps:

1. Suggest the theme of the activity
2. Dividing the group of students into 6 groups
3. Providing students with explanations:

-the teacher will build a paper cube on which he / she will write requirements, using each of his / her six surfaces.

Explain !, Compare !, Associate !, Analyze !, Apply! and Arguments pros and cons!

1. Solution tasks:

-each of the six groups will treat the proposed theme from a certain perspective, as follows:

Group 1: Explain

Group 2: Compare

Group 3: Associate

Group 4: Analyse

Group 5: Apply

Group 6: Arguments- pros and cons

1. Presenting the theme from the perspective of that has been assigned.
2. Final discussions on the topic

**Aims:**

* Developing the students’ analytic and argumentative skills;
* Developing a global view of the issue;
* Better understanding of the issue, taking into account the six perspectives that are aimed at;
* Developing communicative skills

The students are divided into six groups. Each group gets a task for whose solving a time limit is given.

**1. Describe:** The shell, monster, Lord of the Flies, the ship as symbols

**2. Compare:** The children’s organisation on the island - The organisation of the current society

Possible answer: The book can be regarded as a satire to George Orwell's " Animal Farm" form of social organization. Fortunately, in ‘Lord of the Flies’ the rescuers arrive, but these children have to pay an expensive price: the lost innocence that will never be regained. There is a critical view of the democratic society, which in these boys' circle is seen through stereotypes, revolt and aggression. The way these events unfold, on the deserted island, tells us of the absurd way in which people tend to behave when they are confronted with unexpected and difficult situations that influence their perspective of the world. It can be said that at symbolic level, the book is one of conflicts, where we can perceive the clashes between civilisation and wildness, love and hate, altruism and selfishness, order and chaos and last but not least, between law and anarchy, conflicts that will be solved at the end of the book, as all evil will be cleansed.

1. **Associate:** Dehumanisation and the consequences of the Second World War. How can the message of the novel be interpreted?

Possible answer: Step by step, the need of food and the urge to the hunt for food turn into the need of power and the seek power. In fact, this yearning for power and the people’s sheer fear are factors that trigger changes in people even though they might be only children. The novel shows that innocence does not have any chances of survival if those involved struggle for power. Although the protagonists are only children and they are without any adults’ supervision or guidance, they try to recreate a society, as the need of civilization is embedded in them through education , but in time, when the restrictions of the world they grew up in starts to fade from their memory and only the necessity of survival persists, their savage inner self tends to take control and out of this need, even children can concoct evil plans. So, the desire for power is not age- oriented, it is inherent in human nature.

The atrocities that the World War II made people experience represent at a larger scale what the ones without moral concepts can cause to the innocent ones, exactly like the clash between the two groups from the novel.

**4.Analyse:**

William Golding used the symbol of fire and played with it: Fire – reason; Fire –rescue; Fire –destruction. Explain how this symbol is indicated in the book.

**5.Apply:**Identify two elements of "dystopia" in the novel.

dystopia -an imaginary place where people lead [dehumanized](https://www.merriam-webster.com/dictionary/dehumanize) and often fearful lives. In the dystopian world, the social order which prevails is the negative one.

Possible answers:

Jack and Roger are representatives of what chaos means as they display a morbid behaviour and they are indicative of all the savagery in all the human beings, at the level of the basic instinct.

The hunters are the elements that are characteristic todystopia as they display brutality, authority, dominance and selfishness in a world that could be the idyllic setting for creating a utopian society.

**6**.**Give arguments:** ‘Is absolute freedom the road to paradise?’-pros and cons

These children experience absolute freedom, but this does not seem to be the best choice to build a better world. They have the necessity to be organized in order to survive, but this organization requires rules which automatically lead to power. Where there is power, there is a fight for it and in this way, people will be the ones who rule and the ones who are ruled, the strong and the weak.

After the time spent in preparation for the task has passed, one representative from each of the six groups shows the result of his/her group and the listeners take notes. A debate activity will ensue on the topics that have been discussed.