PART ONE: GETTING STARTED

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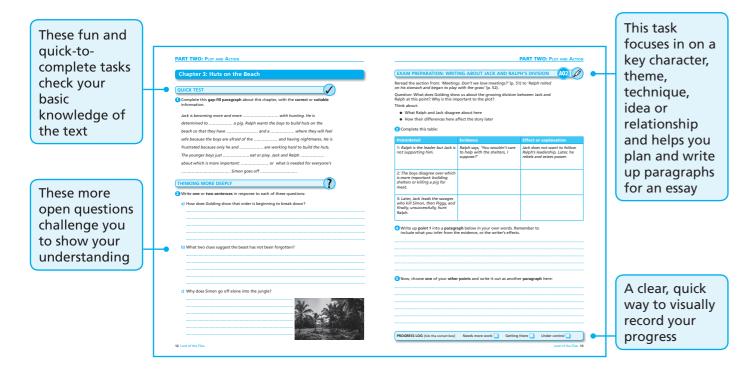
## **How to use your York Notes Workbook**

There are lots of ways your Workbook can support your study and revision of *Lord of the Flies*. There is no 'right' way – choose the one that suits your learning style best.

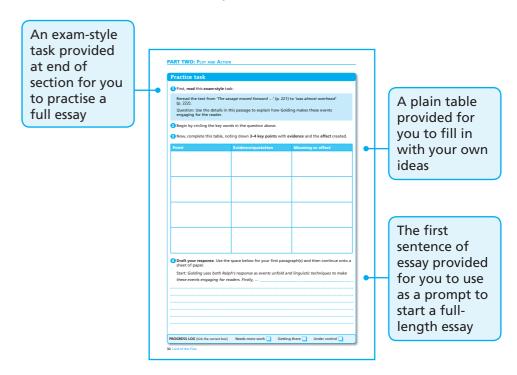
	1) Alongside the York Notes Study Guide and the text	2) As a 'stand-alone' revision programme	3) As a form of mock-exam
	Do you have the York Notes Study Guide for <i>Lord of the</i>	Think you know Lord of the Flies well?	Prefer to do all your revision in one go?
	Flies? The contents of your Workbook are designed to match the sections in the Study Guide, so with the novel to hand you	Why not work through the Workbook systematically, either as you finish chapters, or as you study or revise certain aspects in class or at home.	You could put aside a day or two and work through the Workbook, page by page. Once you have finished, check all your answers in one go!
	<ul> <li>read the relevant section(s)         of the Study Guide and any         part of the novel referred to;</li> </ul>	You could make a revision diary and allocate particular sections of the Workbook to a day or week.	This will be quite a challenge, but it may be the approach you prefer.
	<ul> <li>complete the tasks in the same section in your Workbook.</li> </ul>		

# HOW WILL THE WORKBOOK HELP YOU TEST AND CHECK YOUR KNOWLEDGE AND SKILLS?

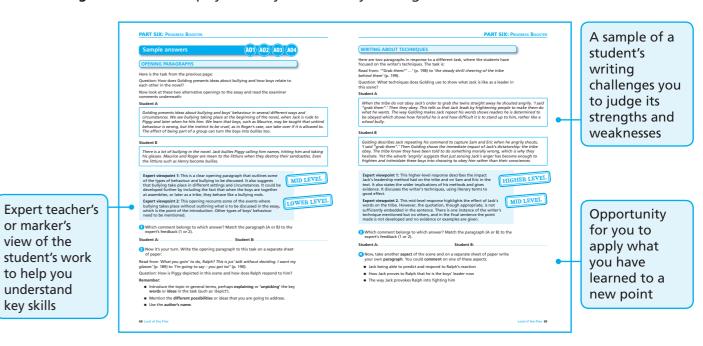
Parts Two to Five offer a range of tasks and activities:



Each Part ends with a **Practice task** to extend your revision:



Part Six: Progress Booster helps you test your own key writing skills:



Don't forget – these are just some examples of the Workbook contents. Inside there is much, much more to help you revise. For example:

- lots of samples of students' own work at different levels
- help with spelling, punctuation and grammar
- advice and tasks on writing about context
- a full answer key so you can check your answers
- a full-length practice exam task with guidance on what to focus on

6 Lord of the Flies Lord of the Flies 7

## Language

### **QUICK TEST**



- 1 Name the literary techniques used in each of the following quotations:
  - a) 'the silvery laughter scattered' (p. 198)
  - b) 'a faint "Zup!"' (p. 199)
  - c) 'vivid stars were spilt and danced all ways' (p. 208) .......
  - d) 'Heave! Heave! Heave!' (p. 214) ...
  - e) 'two boys, bullet-headed' (p. 14)

#### THINKING MORE DEEPLY



- 2 Golding's choice of vocabulary implies information about characters. Write two or three sentences in response to the questions below.
  - a) Read page 8. How is the class difference between Piggy and Ralph implied in the different ways in which they speak?
  - b) How are you able to infer Jack's public school upbringing from the language he uses to explain Simon's faint on page 16?



PARI FIVE:	FORM, STRUCTURE AND LANGUAGE
3 Golding juxtaposes Latinate and Anglo-Saxon vocabulary to high difference between civilisation and savagery. Describe how this it this quotation from page 209:	
'Eric took up; and then the twins started their antiphonal speech.'	
When you notice a writer using a technique, it is important to u effect it has on readers. Think about the technique used in these explain what effect it has and how it helps to convey the writer?	e quotations, and
a) Punctuation e.g. of Sam and Eric's speech on page 209:	
'– they made us –'	
'– we couldn't help it –'	
Explain the technique and how it is used in the quotation:	
What effect does it have?	
How does this help convey the writer's intention?	
b) Synecdoche e.g. 'Below him, Ralph was a shock of hair and Pigg	y a bag of fat' (p. 199).
Explain the technique and how it is used in the quotation:	
What offect does it have?	
What effect does it have?	
How does this help convey the writer's intention?	

PROGRESS LOG [tick the correct box] Needs more work

Getting there

Under control