

Year 8 Homework Booklet

English – Term 2

Name: _____

Form: _____

Class Teacher: _____

Homework due on: _____

Each week your English teacher will set one activity from this booklet for you to complete.

The activities won't necessarily be set in order so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which homework to complete.

The homework set is designed to complement and consolidate your in class learning.

Term 2 – ‘Civilised Society’ - Contents

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'Civilised Society' Task 1 - Key Terms

Complete the tables on the next 3 pages to show your understanding of the key concepts for this term

Define it	Draw it
Synonyms	Use it in a sentence

Civilised

Antonyms

'Civilised Society' Task 1 - Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Society

Antonyms

'Civilised Society' Task 1 - Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Dystopian

Antonyms

'Civilised Society' Task 2 - Rules of a Civilised Society

What rules should a 'civilised' society follow?

Research what a civilised society should look like, and write down **5 rules** that you think are most important when creating and living in a civilised society, and say why.

1. _____
2. _____
3. _____
4. _____
5. _____

'Civilised Society' Task 3 - Golding Fact File

Create a fact file for William Golding including key details and information about his life. Your fact file should include:

- Date of birth, date of death, where he lived etc.
- Other books he has written
- Key events in his life
- Any awards that he has won and what they were for.
- Any interesting facts you discover about him

Challenge: If you have already read anything by William Golding, tell us if you enjoyed it or not and why?

'Civilised Society' Task 4 - Dystopian Fiction

Complete the following tasks:

1. Write a mini summary of what dystopian fiction is.
2. Write down three key conventions (features) of dystopian fiction.
3. Research your own example of dystopian fiction, and say how it fits into this category.

Examples of dystopian fiction:

- Divergent
- Noughts and Crosses
- The Hunger Games
- War of the Worlds
- Nineteen Eighty-Four
- Do Androids Dream of Electric Sheep?
- All That's Left in the World
- Parable of the Sower

'Civilised Society' Task 5 - Setting

Look at this paragraph from the opening of Lord of the Flies:

The shore was fledged with palm trees. These stood or leaned or reclined against the light and their green feathers were a hundred feet up in the air. The ground beneath them was a bank covered with coarse grass, torn everywhere by the upheavals of fallen trees, scattered with decaying coconuts and palm saplings. Behind this was the darkness of the forest proper and the open space of the scar. Ralph stood, one hand against a grey trunk, and screwed up his eyes against the shimmering water. Out there, perhaps a mile away, the white surf flinked on a coral reef, and beyond that the open sea was dark blue. Within the irregular arc of coral the lagoon was still as a mountain lake—blue of all shades and shadowy green and purple. The beach between the palm terrace and the water was a thin stick, endless apparently, for to Ralph's left the perspectives of palm and beach and water drew to a point at infinity; and always, almost visible, was the heat.

How is the island presented in this extract?

Pick out three quotes, and say what their effect is.

A few have been underlined for you to help you

Challenge: Pick out techniques to support your analysis:

- Metaphor
- Personification
- Sibilance

'Civilised Society' Task 6 - Reading Chapter 3

Read Chapter 3 of *Lord of the Flies*, and answer the following questions:

1. What weapons does Jack use to hunt the pig?
2. Why does Ralph think they need shelters?
3. How successful is the building of the huts?
4. Where does Simon go after the argument between Jack and Ralph?

Answer in full sentences!

Challenge: Include quotes in your answers to the questions.

'Civilised Society' Task 7 - Reading

Read Chapter 5 of *Lord of the Flies*, and complete a mind map about Ralph.

Think about:

- How he is presented in the chapter
- What the other characters think of them
- How he has changed from the beginning of the novel

Challenge: Include quotes on your mind map to support your inferences.

'Civilised Society' Task 8 - Reading

Read Chapter ____ of *Lord of the Flies*, and write bullet points summarising the main events of the chapter.

Consider:

- The key events that happen in the chapter
- How the characters interact and react to one another
- Why these events may have happened

'Civilised Society' Task 9 - Character Analysis

Read the extract below from Chapter 8:

He stood up abruptly. "We'll go into the forest now and hunt." He turned and trotted away and after a moment they followed him obediently.

They spread out, nervously, in the forest. Almost at once Jack found the dung and scattered roots that told of pig and soon the track was fresh. Jack signalled the rest of the hunt to be quiet and went forward by himself. He was happy and wore the damp darkness of the forest like his old clothes. He crept down a slope to rocks and scattered trees by the sea.

...

Fifteen yards from the drove Jack stopped, and his arm, straightening, pointed at the sow. He looked round in inquiry to make sure that everyone understood and the other boys nodded at him. The row of right arms slid back.

"Now!"

...

They raced along the pig-track, but the forest was too dark and tangled so that Jack, cursing, stopped them and cast among the trees. Then he said nothing for a time but breathed fiercely so that they were awed by him and looked at each other in uneasy admiration. Presently he stabbed down at the ground with his finger.

"There--"

Before the others could examine the drop of blood, Jack had swerved off, judging a trace, touching a bough that gave. So he followed, mysteriously right and assured, and the hunters trod behind him.

'Civilised Society' Task 9 - Character Analysis

Copy and fill out the table, answering the question 'How is Jack presented?'

1. Find 3 pieces of evidence that shows us something about Jack's character.
2. For each piece of evidence – give 2 inferences about what it shows us about [character].
3. Challenge: Zoom in on a word in the quote, and analyse why it has been used.

Quote	What it shows us about [character]	Challenge: Zoom

'Civilised Society' Task 10 - Technique Analysis

Looking at the quotes below, how does Golding use language to create imagery?

Look for the following techniques:

- Word choice (nouns, adjectives verbs etc.)
- Personification
- Simile
- Metaphor
- Challenge: Zoomorphism (human given animal qualities)

Quote 1: "the sand, trembling beneath the heat haze."

Quote 2: "He knelt down and the arrow of the sun fell on him."

Quote 3: "[Jack] began to dance and his laughter became a bloodthirsty snarling"

Quote 4: "Here the roots and stems of creepers were in such tangles that the boys had to thread through them like pliant needles."

'Civilised Society' Task 11 – Book Review

Complete a short book review of The Lord of the Flies. Include:

- What you enjoyed about it and why
- Who your favourite character is and why
- What the best moment was and why
- If there were any moments you did not like, why? (Do not say “it was boring”)
- Rate it out of 5 (5 being AMAZING)

'Civilised Society' Task 12 - End of Term Revision 1

Create a revision resource covering all of the grammar you have learned this term as well as grammar learned in year 7. You can create a mind map, poster, flash cards, PowerPoint etc.

You must know the definition for each term as well as some examples.

The grammar terms you need to know this term are:

Year 7 Grammar

Noun types – Abstract, concrete, proper, collective

Subject / Object

Verb types – Stative, dynamic, modal, imperative

Tenses – Past, present and future

Clauses - Main, subordinate

Conjunctions - Coordinating and subordinating

Sentence Types - Simple, compound and complex

Year 8 Grammar

Adjective types - Descriptive, emotive, evaluative, comparative and superlative.

Pronoun types – Subject, object

Adverb types – Manner, time, place, degree, frequency

Key narrative elements

Linear structure: The story (narrative) is written in the time sequence that it took place.

Narrator: The story is told by an anonymous narrator who conveys the events of the novel without commenting on the action or intruding into the story.

Point Of View: The narration is in 3rd person and mostly focuses on Ralph's point of view but follows Jack and Simon in certain scenes. The narrator is **omniscient** as the reader is allowed to see what any of the characters are doing/thinking at any time or place.

Protagonist: Ralph

Setting: A deserted tropical island

Tone: Dark; violent; pessimistic; tragic

Y7 grammar recap

Noun types:

- **Concrete** – A noun we can see, hear, touch, smell or taste
- **Abstract** – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension
- **Proper** – A noun which is the name or title of something and is capitalised
- **Collective** – A singular word used to group together a plural e.g. a group, a herd, a class

Subject: Does the action in a sentence or clause

Verb types:

- **Dynamic** – A verb that we can see/hear being completed – a deliberate action
- **Stative** – A verb that we cannot see being completed e.g. I am, I believe
- **Imperative** – A commanding verb e.g. Do this work, sit down, let's go
- **Modal** – A verb expressing possibility or probability e.g. will, should, could, can, must

Past tense: used to describe things that happened in the past

Present tense: used to describe things that are happening now

Main clause – A clause which makes sense on its own as a sentence

Subordinate clause – A clause which does not make sense on its own as a sentence – it needs a main clause to make it make sense – it starts with a subordinating conjunction

Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so

Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Simple sentence – A sentence with only one main clause

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction

Complex sentence – A sentence with at least one main clause and at least one subordinate clause

Term 1 recap

Adjective types:

- **Descriptive** – An adjective which describes factual characteristics e.g. big, green
- **Evaluative** – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing
- **Emotive** – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous
- **Comparative** – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting
- **Superlative** – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting

Term 2 grammar

Pronouns: words that take the place of a noun, e.g. I, me, you, he, she, it, they, something, somewhere, anybody.

Adverb: words that describe a verb, adjective or another adverb

- **Manner:** tell us how something happens e.g. slowly, angrily
- **Time:** tell us when something happens e.g. tomorrow, yesterday
- **Place:** where something happens e.g. above, outside
- **Degree:** describe the intensity of an action or quality e.g. extremely, very, too
- **Frequency:** describes how often something happens e.g. sometimes, never, usually

Reminder!

ALWAYS check what the word is doing in the sentence as many words have different functions! e.g.

1. The film isn't **that** good. (that = **adverb**)
2. Give me **that**. (that = **pronoun**)

'Civilised Society' Task 13 - End of Term Revision 2

Create a revision resource covering all of the knowledge that you have learned this term.

You can create a mind map, poster, flash cards, PowerPoint etc.

Use the Knowledge Organiser on the next page to help you.

Year 8 Term 2: 'Civilised Society'

The basic definition of 'society' that we're looking at here refers to all groups of people in a country who share the same laws & rights and often have common traditions. If it's 'civilised', then those groups of people are treated fairly.

This term, you will be exploring how writers present us with contemporary and futuristic societies that aren't civilised.

The main text that you will read is *Lord of the Flies*, written by William Golding in 1954. A group of British schoolboys end up stranded on a deserted island after their plane crashes. They attempt to create a civilised society but things go badly wrong.

Lord Of The Flies context

Golding's experience in World War II had a profound effect on his view of humanity and the evils of which it was capable.

Writing in an era following WWII known as the 'atomic age', Golding tapped into a widespread cultural panic over nuclear war and man's capacity for destruction.

Although *Lord of the Flies* is an allegorical novel, it draws a great deal from adventure literature, a genre that pits humans against nature to explore the personality traits necessary for the survival of the species. However, Golding was more interested in subverting traditional adventure tales and reversing their moral message.

Groupthink

Groupthink is a psychological phenomenon where individual members of a group accept the group's viewpoint, whether or not they believe it to be correct or the best solution. Individuals conform rather than bring disharmony and don't consider the consequences or alternatives. Can you think of examples of groupthink in school? Look out for examples of it in the novel.

Lord Of The Flies themes

- **Civilization vs. savagery**
- **Loss of innocence**
- **Struggle to build civilization**
- **Danger of mob mentality**
- **War and future of mankind**

Lord Of The Flies characters

Ralph: The novel's protagonist is a twelve-year-old English boy who is elected leader of a group of boys marooned on an island. Ralph attempts to coordinate the boys' efforts to build a miniature civilization on the island until they can be rescued.

Piggy: Ralph's "lieutenant." A whiny, intellectual boy, Piggy's inventiveness frequently leads to innovation, such as the makeshift sundial that the boys use to tell time.

Jack: The novel's antagonist is one of the older boys stranded on the island. Jack becomes the leader of the hunters but longs for total power and becomes increasingly wild, barbaric, and cruel as the novel progresses.

Roger: Jack's "lieutenant." A sadistic, cruel older boy.

Simon: A shy, sensitive boy in the group. Simon, in some ways is the only naturally "good" character on the island; he behaves kindly toward the younger boys and is willing to work for the good of their community.

Motifs and symbols

Motifs: Biblical parallels; natural beauty; the bullying of the weak by the strong; the outward symbols of savagery (face paint, spears, totems, chants)

Symbols: The conch shell; Piggy's glasses; the signal fire; the beast; the Lord of the Flies

Dystopian fiction

Because *Lord of the Flies* presents the characters as living in a nightmarish, oppressive society as a result of their **flawed** natures, it is also an example of dystopian fiction. In direct contrast to utopian fiction, which suggests that a perfect society free of suffering is possible, dystopian fiction suggests that societal injustice is inevitable.

Booklet extracts

A Christmas Carol: Scrooge, an uncaring, selfish moneylender, sees for himself the results of his greed and ignorance upon others in society.

Brave New World: Mustapha Mond explains how, in this new society, people have been conditioned to not feel anything too strongly but if they do, they can simply take a tablet so that they don't have to deal with anything unpleasant.

Animal Farm: In this extract we see that the pigs have changed the rules so that they are seen as more important than others even though everyone was supposed to be equal in this new society, which had freed itself from humans.

1984: Winston Smith, the protagonist, realises that the Party controls what people think by persuading them not to trust what they see and hear but only to trust what Big Brother tells them to believe.

The Hunger Games: The narrator explains how the wealthy capitol of Panem selects a boy and girl from each of the surrounding 12 poor, starving districts to fight to the death. Prizes (mostly food) is gifted to the district that produces the one survivor. All of this is used to frighten people from fighting back against an unfair society.