

**Year 11 Summer Homework Booklet**

***Lord of the Flies***

***Dr Jekyll & Mr Hyde***

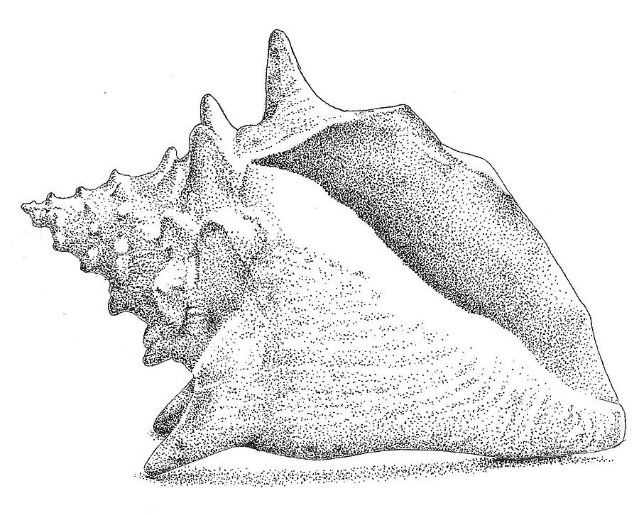
Name:

Group:

Teacher:

**Complete the question and answer section for each text you have studied and then turn towards the end of the booklet for an important written task.**

**Hand this in on your first lesson back in September.**

[](https://www.google.co.uk/imgres?imgurl=http://img15.deviantart.net/e69a/i/2011/187/3/1/dr_jekyll_and_mr_hyde_by_greyberry-d3l7svm.jpg&imgrefurl=http://greyberry.deviantart.com/art/Dr-Jekyll-and-Mr-Hyde-217034482&docid=RU0IhpKE5BE6XM&tbnid=6queWbjHXBORJM:&vet=10ahUKEwipw8jOvL3UAhXKCMAKHdQDDhYQMwhxKEcwRw..i&w=900&h=948&safe=strict&bih=907&biw=1280&q=dr%20jekyll%20and%20mr%20hyde%20sketch&ved=0ahUKEwipw8jOvL3UAhXKCMAKHdQDDhYQMwhxKEcwRw&iact=mrc&uact=8)[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj_3L6Dvb3UAhWDPxoKHcQpDqwQjRwIBw&url=https://fineartamerica.com/featured/conch-shell-christy-beckwith.html&psig=AFQjCNF9r_z-V_23tYoxBFq4zXk1qrWDXg&ust=1497534519853946)

Dear Year 11,

In preparation for your return in September, and to ensure your knowledge of texts we have studied this academic year remains strong, we have prepared the following summer homework. It comprises of question and answer quiz style questions for each text and an extended written response section.

To find the answers you should use your existing knowledge and copies of the books.

Once you’ve completed the question and answers, please see the ‘Important Additional Tasks’, which will consolidate your understanding and allow you the practise key exam skills.

You can also find extra resources and useful links at <https://ivcgcseenglish.wordpress.com>

If you are a bit unsure of the stories there is an excellent 30 minute animation **of Jekyll and Hyde** here: <https://www.youtube.com/watch?v=feI3MT0zuOc>

And the BBC bitesize site is excellent for **Lord Of The Flies:** <http://www.bbc.co.uk/education/topics/zt6rk7h>

Good Luck!

The Deer Park School English Team.

**Lord of the Flies: The Basics**

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| **Chapter One: The Sound of the Shell** | |
| 1. How is Ralph introduced? |  |
| 1. How is Piggy introduced? |  |
| 1. What is “the long scar”? |  |
| 1. Complete the quote: “there was a m\_\_\_\_\_\_ about the \_\_\_\_\_\_ and e\_\_\_\_ that proclaimed no d\_\_\_\_\_\_\_” |  |
| 1. Who finds the conch? |  |
| 1. What device is used in the phrase: “the shell rose”? |  |
| 1. Who are described as “the creature” and “something dark [was] fumbling along? |  |
| 1. Why does Jack think he “ought to be chief”? |  |
| 1. How does Ralph become chief? |  |
| 1. What does Jack decide to be in charge of? |  |
| 1. Why does Jack not kill the pig at the end of the chapter? |  |
| **Chapter Two: Fire on the Mountain** | |
| 1. What does the boy with the mullberry- birthmark claim to have seen? |  |
| 1. “Ralph was left, holding the conch with no one but Piggy” What does this foreshadow? |  |
| 1. Where have all the other boys gone and who has led them? |  |
| 1. What do the boys use to light the fire? |  |
| 1. What does Jack say about rules? |  |
| 1. Why does Ralph want a fire? |  |
| 1. What is described as “like a bright squirrel” and creeping “as a jaguar”? |  |
| 1. “Piggy glanced nervously into hell and cradled the conch” How does this foreshadow later events? |  |
| 1. What happens to the boy with the birthmark? |  |
| 1. What is described as “the drum-roll” twice? |  |
| **Chapter Three: Huts on the Beach** | |
| 1. “They were bright blue, eyes that in this frustration seemed bolting and nearly mad” and “the madness came into his eyes again. ” “The opaque, mad look came into his eyes again.” Who is being described? |  |
| 1. What do Ralph and Jack argue about in this chapter? |  |
| 1. What is happening to Jack and Ralph described by the metaphor: “two continents of experience and feeling, unable to communicate”? |  |
| 1. Complete the quotation about Jack and Ralph: “They l\_\_\_\_\_\_ at each other, b\_\_\_\_\_\_, in l\_\_\_ and h\_\_\_.” |  |
| **Chapter Four: Painted Faces and Long Hair** | |
| 1. Complete the quotation: “The s\_\_ gazed like an a\_\_\_\_ e\_\_.” |  |
| 1. What does Roger do to the littl’uns in this chapter? |  |
| 1. Why does Roger aim to miss Henry (quote please)? |  |
| 1. This quotation states one of the main themes in the novel. What is it? |  |
| 1. How has Jack become “no longer… himself but an awesome stranger”? |  |
| 1. What does this mask liberate (free) him from? |  |
| 1. Complete the quote: “Piggy was an o\_\_\_\_\_” |  |
| 1. Why does Ralph get angry in this chapter? |  |
| 1. What has Jack done instead of looking after the signal fire? Gone hunting and killed a pig |  |
| 1. Complete the quotation: “The two b\_\_\_\_\_ f\_\_\_\_ each other. There was the b\_\_\_\_\_\_ w\_\_\_\_ of h\_\_\_\_\_, t\_\_\_\_\_\_, f\_\_\_\_\_ e\_\_\_\_\_\_\_\_, s\_\_\_\_; and there was the w\_\_\_\_ of l\_\_\_\_\_ and b\_\_\_\_\_ c\_\_\_\_\_\_\_-s\_\_\_\_\_. ” |  |
| 1. What does Jack do to Piggy in this chapter? |  |
| 1. What happens to the glasses? |  |
| 1. What has “snapped and fastened elsewhere.”? |  |
| 1. Who refuses to eat the meat at first? |  |
| **Chapter Five: Beast from the Water** | |
| 1. Why are “things breaking up”? |  |
| 1. What are the boys frightened of? |  |
| 1. What does Simon say the beast is (quote)? |  |
| 1. What does Golding say that Simon is inarticulate to express? |  |
| 1. What is “slipping away”? |  |
| 1. What does Jack when Ralph tells him off for breaking the rules? |  |
| 1. Why does Piggy say the beast can’t exist |  |
| 1. What does Ralph hope for at the end of the chapter? |  |
| **Chapter Six: Beast from Air** | |
| 1. What is the sign that comes from the grown ups? |  |
| 1. What does the quote “a sign came from the world of grow-ups, though at the time there was no child awake to read it” suggest? |  |
| 1. What do the boys see that scares them? |  |
| 1. What do they believe they have seen? |  |
| 1. How does Jack react to this news? |  |
| 1. When Simon thinks of the beast, what is the image that comes to his mind? |  |
| 1. Who never believes in the beast? |  |
| 1. What does Jack discover in this chapter? |  |
| **Chapter Seven: Shadows and Tall Trees** | |
| 1. What place is Ralph remembering where “everything was all right; everything was good natured and friendly? |  |
| 1. Why is this description put in at this point in the novel? |  |
| 1. What shocking aspect to his personality does Ralph discover when the boys pretend to hunt Robert? |  |
| 1. Complete this quote: “Ralph too was f\_\_\_\_\_ to get near, to get a h\_\_\_\_\_ of that b\_\_\_\_\_, v\_\_\_\_\_\_ f\_\_\_\_\_\_. The d\_\_\_\_\_ to s\_\_\_\_\_\_ and h\_\_\_\_\_ was over-m\_\_\_\_\_\_.” |  |
| 1. What simile is used to describe the dead parachutist when the boys see him (quote) ? |  |
| 1. How is the face of the parachutist described (quote)? |  |
| **Chapter Eight: Gift for the Darkness** | |
| 1. What does Jack do for the first time at this point and why is it important? |  |
| 1. Who leaves the group at this point and why? |  |
| 1. Why does Piggy begin to gain confidence at this point? |  |
| 1. What does Piggy do for the first time in this chapter? |  |
| 1. When Jack lines up his hunters, Golding comments: “their voices had been the songs of angels.” What figurative device is used here and why is it effective? |  |
| 1. Which pig does Jack choose to kill? |  |
| 1. Why is this particularly cruel? |  |
| 1. Complete the following quotation which describes the boys’ feelings towards the sow: “w\_\_\_\_ to her in l\_\_\_” |  |
| 1. What language is used to show the sow’s pain and terror? |  |
| 1. What does Roger do? |  |
| 1. How do the boy’s react to the sow’s distress and terror? |  |
| 1. What do they do with the stick sharpened at both ends? |  |
| 1. Who comes and speaks to the sow’s head and what does he call it? |  |
| 1. What does Jack call himself from this point forwards? |  |
| 1. What does the “obscene thing on a stick” tell Simon? |  |
| **Chapter Nine: A View to a Death** | |
| 1. What is the weather like at the start of this chapter? |  |
| 1. What literary technique is this an example of? |  |
| 1. What does Simon find at the top of the mountain? |  |
| 1. Whilst the boys are eating the pig, Jack persuades them to join his tribe. What reasons does he give? |  |
| 1. When the storm begins, the boys are scared. What does Jack tell them to do? |  |
| 1. Why do Piggy and Ralph join in? |  |
| 1. What is ‘the thing’ that comes ‘crawling out of the forest’? |  |
| 1. Give a quotation showing how the boys behaved like animals when they killed Simon. |  |
| 1. What happens to Simon’s body and the body of the parachutist? |  |
| **Chapter Ten: The Shell and the Glasses** | |
| 1. How does Piggy explain away what happened to Simon? |  |
| 1. What does Ralph say he is frightened of? |  |
| 1. What do Ralph, Piggy and Samneric all pretend? |  |
| 1. What do we learn Jack has done to Wilfred? |  |
| 1. What does Ralph remember Simon saying the night before? |  |
| 1. What do Jack and the hunters take in this chapter? |  |
| 1. Ralph and Eric both describe fighting against the hunters. What does Ralph realise? |  |
| **Chapter Eleven: Castle Rock** | |
| 1. Why do the boys decide to go to Jack and his tribe? |  |
| 1. What does Ralph forget? |  |
| 1. What happens to Samneric in this chapter? |  |
| 1. How are Ralph and Piggy described in this chapter? Quote please. |  |
| 1. Piggy addresses the hunters whilst holding the conch. How is it described? Quote please. |  |
| 1. How does Piggy die? |  |
| 1. How was this foreshadowed earlier in the novel? |  |
| 1. What happens to the conch when Piggy dies? Why? |  |
| 1. What is the significance of the name ‘Piggy’? |  |
| **Chapter Twelve: Cry of the Hunters** | |
| 1. Ralph spots Bill ‘striped with brown, black and red’ but realises ‘this was not Bill’. What does Ralph realise Bill is? Quote please |  |
| 1. When Ralph goes into the clearing, what does he do to the pig’s head? |  |
| 1. What does Ralph take from the clearing? |  |
| 1. What is the symbolism of the stick sharpened at both ends? |  |
| 1. How does Ralph respond when he sees that Samneric have joined Jack’s tribe? Quote please. |  |
| 1. What do Samneric tell Ralph the tribe will do to him the next day? |  |
| 1. How does Golding show Ralph’s panic when he is being hunted? |  |
| 1. What happens to the island at the end of the novel? |  |
| 1. Who does Ralph bump into as he runs from the hunters? |  |
| 1. Complete the quotation: ‘Ralph wept…’ |  |

**Dr Jekyll and Mr Hyde**

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| **The Story of the Door** | |
| 1. From which narrative perspective is most of the novella told? |  |
| 1. Give three quotes about Utterson |  |
| 1. What is Utterson’s profession? |  |
| 1. What is Utterson’s friend called? |  |
| 1. What is described as “equipped with neither bell nor knocker, … blistered and distained”? |  |
| 1. What do doors in this novel symbolise? |  |
| 1. Describe the violent incident that Enfield narrates. |  |
| 1. How is the evil character in this story described? |  |
| 1. Why does the cheque make the incident “look like Queer Street”? |  |
| 1. What do Utterson and Enfield agree to do at the end of the chapter? |  |
| **Search for Mr Hyde** | |
| 1. Why is Utterson so upset by Jekyll’s will? |  |
| 1. What is Dr Lanyon’s opinion of Jekyll (quotes please) and why does Utterson visit him? |  |
| 1. What theme does Utterson’s nightmare link to? |  |
| 1. Complete the quote which establishes Utterson as a detective character. “If he be Mr H\_\_\_\_,” he had thought, “I shall be Mr S\_\_\_\_.” |  |
| 1. How is London described in this chapter? |  |
| 1. What language does Stevenson use to make Hyde sound unevolved and like an animal? |  |
| 1. What are the connotations of Utterson’s desrciption of him as “hardly human” and “something troglodytic”? |  |
| 1. Complete this quote: “O my poor H\_\_\_\_\_ J\_\_\_\_\_\_, if ever I read S\_\_\_\_\_ s\_\_\_\_\_\_\_\_ upon a face, it is on that of your n\_\_\_\_ f\_\_\_\_.” |  |
| 1. What is the name of the servant who lets Utterson into Jekyll’s house and what does he tell Utterson? |  |
| 1. What does Utterson think the relationship between Jekyll and Hyde is? |  |
| **Dr Jekyll was quite at ease** | |
| 1. What does Jekyll invite Utterson to? |  |
| 1. How does Jekyll describe Dr Lanyon (paraphrase or quote)? |  |
| 1. Why is it (proleptic) irony when Jekyll says: “the moment I choose, I can be rid of Mr Hyde.”? |  |
| 1. How does Jekyll stop Utterson asking questions? |  |
| 1. What does this tell us about Victorian society? |  |
| 1. What does Jekyll make Utterson promise? |  |
| **The Carew Murder Case** | |
| 1. Who witnesses the murder of Sir Danvers Carew? |  |
| 1. How is the night described at this moment (quotes please)? |  |
| 1. How is Carew described (quotes please)? |  |
| 1. How are Hyde and his violent actions described? |  |
| 1. Why is Utterson contacted at this point? |  |
| 1. How does Utterson know Hyde has committed the murder? |  |
| 1. What language device is used to describe London when it says “A great chocolate coloured pall lowered over heaven?” |  |
| 1. What themes does the quote “like a district of some city in a nightmare”? |  |
| 1. What sort of area does Hyde live in? |  |
| 1. What do they find in Hyde’s rooms? |  |
| **The Incident of the Letter** | |
| 1. How is the description of Jekyll’s laboratory as “gaunt and silent, the tables laden with chemical apparatus, the floor strewn with crates and littered with straw” used to build atmosphere in this chapter? |  |
| 1. What state is Jekyll in? |  |
| 1. What does Jekyll give Utterson? |  |
| 1. Can you complete this quote: The f\_\_\_\_\_ still s\_\_\_\_\_ on the wing above the d\_\_\_\_\_\_\_ city where the l\_\_\_\_\_\_ g\_\_\_\_\_\_\_ like carbuncles. |  |
| 1. Who is Guest? |  |
| 1. What does Guest notice about Jekyll’s signature and Hyde’s signature? |  |
| **The Remarkable Incident of Dr Lanyon** | |
| 1. How is Jekyll’s behaviour changed in this chapter? |  |
| 1. How has Lanyon’s appearance changed when Utterson visits him in this chapter? (quote or paraphrase) |  |
| 1. What do we learn about Jekyll? |  |
| 1. What does Lanyon say about Jekyll? |  |
| 1. Utterson writes to Jekyll to ask about the quarrel. What does Jekyll say in his reply? |  |
| 1. Complete this quote “I have brought upon myself a p\_\_\_\_ and a d\_\_\_\_\_\_\_ I cannot name. If I am the c\_\_\_\_ of s\_\_\_\_, I am the c\_\_\_\_ of s\_\_\_\_\_\_, also. ” |  |
| 1. What happens to Lanyon at the end of this chapter? |  |
| 1. What does he leave to Utterson? |  |
| **Incident at the Window** | |
| 1. Who decide to go and pay Jekyll a visit? Enfield and |  |
| 1. Who is described as “taking the air with an infinite sadness of mien, like a disconsolate prisoner”? |  |
| 1. What does this suggest about his state of mind? |  |
| 1. What do Utterson and Enfield invite Jekyll to do? |  |
| 1. What do they see just before Jekyll shuts the window that creates a sense of impending doom? |  |
| **The Last Night** | |
| 1. Who comes to fetch Utterson and why? |  |
| 1. What atmosphere does this description of the night create and what techniques are used? “It was a wild, cold , seasonable night of March, with a pale moon lying on her back as though the wind had tilted her” |  |
| 1. Where in Jekyll’s house does Poole take Utterson? |  |
| 1. What is Jekyll trying to get hold of? |  |
| 1. Why is Poole suspicious? |  |
| 1. What does Poole say about the person he saw? |  |
| 1. How does Poole describe Hyde? |  |
| 1. What does Utterson decide to do? |  |
| 1. What do they find behind the door (list at least three things)? |  |
| 1. What three documents are in the envelope to Mr Utterson? |  |
| **Dr Lanyon’s Narrative** | |
| 1. How does the narrative perspective change at this point in the novel? |  |
| 1. What does Jekyll’s letter ask Lanyon to do? |  |
| 1. Why are Hyde’s clothes too big for him? |  |
| 1. What m\_\_\_\_\_\_\_ describes the changing potions? |  |
| 1. What type of medicine has Jekyll been practising? |  |
| 1. What does Hyde do after he cries: “You have derided your superiors – Behold!”? |  |
| 1. How does Lanyon react? |  |
| **Henry Jekyll’s Full Statement of the Case** | |
| 1. Which narrative perspective is this part of the novel told from? |  |
| 1. Why is Jekyll guilty of “a profound dupilicity”? |  |
| 1. What does Jekyll recognise in himself? |  |
| 1. How does Jekyll feel the first time he transforms into Hyde? |  |
| 1. What does he feel when he first sees Hyde in the mirror? |  |
| 1. How does the describe Hyde? |  |
| 1. Does Jekyll believe that the drugs made him evil? |  |
| 1. How does being Hyde enable Jekyll to “spring into the sea of liberty?” |  |
| 1. What makes him leap out of bed in shock one morning? |  |
| 1. Why does Jekyll have to start taking more and more of the drug? |  |
| 1. When he decides to not turn into Hyde again, he narrates: “My devil had long been chained, he came out roaring” What does Hyde do? |  |
| 1. Where is he when he changes into Hyde in a public place? |  |
| 1. How does Hyde feel about Jekyll? |  |
| 1. Why can Jekyll no longer control Hyde? |  |

**Important Additional Tasks:**

***OPTIONAL****:* Watch the following clips about context.

***Lord of the Flies:*** 25 min documentary: <https://www.youtube.com/watch?v=thwOGATKuts>

***Dr Jekyll and Hyde*:** 50 min documentary: <http://www.bbc.co.uk/programmes/b007qyzv>

**ALL MUST COMPLETE:** Read the extra context notes for Dr Jekyll:

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| ***Fin-de-siècle fears*** – at the end of the 19th century, there were growing fears about: migration and the threats of disease; sexuality and promiscuity; moral degeneration and decadence. |
| ***Victorian values*** – from the 1850s to the turn of the century, British society outwardly displayed values of sexual restraint, low tolerance of crime, religious morality and a strict social code of conduct. |
| The implications of***Darwinism and evolution*** haunted Victorian society. The idea that humans evolved from apes and amphibians led to worries about our lineage and about humanity’s reversion to these primitive states. |
| ***Physiognomy*** – Italian criminologist Cesare Lombroso (1835-1909) theorised that the ‘born criminal’ could be recognised by physical characteristics, such as asymmetrical facial features, long arms or a sloping forehead*.* |
| ***Victorian London*** – the population of 1 million in 1800 to 6.7 million in 1900, with a huge numbers migrating from Europe. It became the biggest city in the world and a global capital for politics, finance and trade. The city grew wealthy. |
| ***Urban terror*** – as London grew wealthy, so poverty in the city also grew. The overcrowded city became rife with crime. The crowd as something that could hide sinister individuals became a trope of Gothic and detective literature. |
| ***Robert Louis Stevenson*** was born and raised in Edinburgh, giving him the dual identity of being both Scottish and British. Edinburgh was a city of two sides - he was raised in the wealthy New Town area, but spent his youth exploring the darker, more sinister side of town. |
| ***Deacon Brodie*** – a respectable member of Edinburgh’s society and town councilor, William Brodie lead a secret life as a burglar, womaniser and gambler. He was hanged in 1788 for his crimes. As a youth, Stevenson wrote a play about him. |

***ALL MUST COMPLETE:*** Use your notes and learning to create PEEE paragraphs on the following themes:

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| **In Jekyll and Hyde, how does Stevenson present (ideas about……)** | **In Lord of the Flies, how does Golding present (ideas about)….** |
| Mystery/ Nightmares | The Beast/ Evil/ Human nature/ Innocence |
| Setting/ Evil/ The Supernatural | The Island/ Civilisation/ Democracy/ Savagery/ Rules |
| Hyde/ Jekyll/ Utterson/ Lanyon | Ralph/ Piggy/ Jack/ Simon/ Symbolism |
| Secrecy/ Reputation/ Duality | Leadership/ Weakness/ Grown-ups/Childhood/ |

**POINT**

**EVIDENCE**

**EXPLORATION**

**EFFECT**

Write your response to at least two of the questions (of your choosing) above on the next page. Remember to use quotes.

**Sentences starters (if you need them!):**

*Stevenson presents ideas about…. through/by…*

*Golding presents ideas about…. through/by*

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**-End of Booklet-**