

Chapter 3: Huts on the Beach

Lord of the Flies — Language Techniques & Analytical Writing

In this lesson, we will explore the powerful language Golding uses to describe Jack in Chapter 3, practise identifying and explaining literary techniques, and build our skills in writing effective analytical paragraphs — essential tools for exam success.

Learning Objectives

By the end of this lesson, you should be able to do all three of the following:



Describe Key Language Techniques

Name and explain a range of literary techniques — not just what they are called, but how they work within a text.



Explain Effects on the Reader

Analyse how specific language choices in Chapter 3 shape the reader's understanding of Jack's character and the novel's themes.



Evaluate Analytical Paragraphs

Assess the strengths of model exam responses and apply those skills to craft your own high-quality analytical paragraph.

Starter Activity: Language Techniques

⏱️ Allow 5 minutes — write independently before sharing with the class.

It is incredibly important to know a **wide range** of language techniques when you analyse a text. That doesn't mean just knowing their names — you must understand **how they work** and **what effects they have on readers**.

Your Task

Write down **five key language techniques** you can remember.

Example: Simile — compares one thing to another using "like" or "as", helping the reader picture a specific image vividly.

Stretch & Challenge

For each technique you list, **explain the effect** it can have on a reader.

Then **evaluate** how the use of language techniques can change depending on what the writer is trying to achieve. Provide specific examples where possible.

Common Language Techniques: A Quick Reference

Use this grid to support and check your starter activity. Make sure you are confident with not just the name, but the **effect** of each technique.

Simile

Compares two things using *"like"* or *"as"*. Creates a vivid image and helps readers understand something unfamiliar.

Metaphor

States one thing *is* another. Creates a stronger, more direct comparison than a simile — often more dramatic in effect.

Personification

Gives human qualities to non-human things. Makes descriptions more powerful and can create a sense of threat or mood.

Alliteration

Repetition of a consonant sound. Creates rhythm, draws attention to key ideas, and can imitate sounds or suggest mood.

Foreshadowing

Hints at future events. Builds tension and suspense, making readers feel unease or anticipation about what is to come.

Symbolism

Uses objects or images to represent deeper ideas. Adds layers of meaning and invites readers to think beyond the surface.

Activity 2: The Danger of "Technique Spotting"

In an exam, simply **naming** a technique without explaining it will not earn you marks. This is known as **"technique spotting"** — and it is one of the most common mistakes students make.

❌ Technique Spotting

"Golding uses a simile here."

This tells the examiner nothing about **why** the technique is used or **what effect** it has on the reader. It shows recognition, but not understanding.

✅ Real Analysis

"Golding's use of the simile '...' suggests that Jack is... which makes the reader feel..."

This links technique → meaning → reader effect. It demonstrates genuine literary understanding — the kind that earns marks.

💬 Discuss with a partner: Why do you think technique spotting is a bad idea in an exam? What is missing from that kind of answer?

Activity 3: Comparing Two Student Answers

Look carefully at the two student responses below. Both respond to the same exam question about Golding's language — but they are **very different** in quality. Consider what each one does well, and what is missing.

Student Answer A

Golding uses a simile to describe Jack. He also uses alliteration. There is personification in this section too. These techniques make the description interesting.

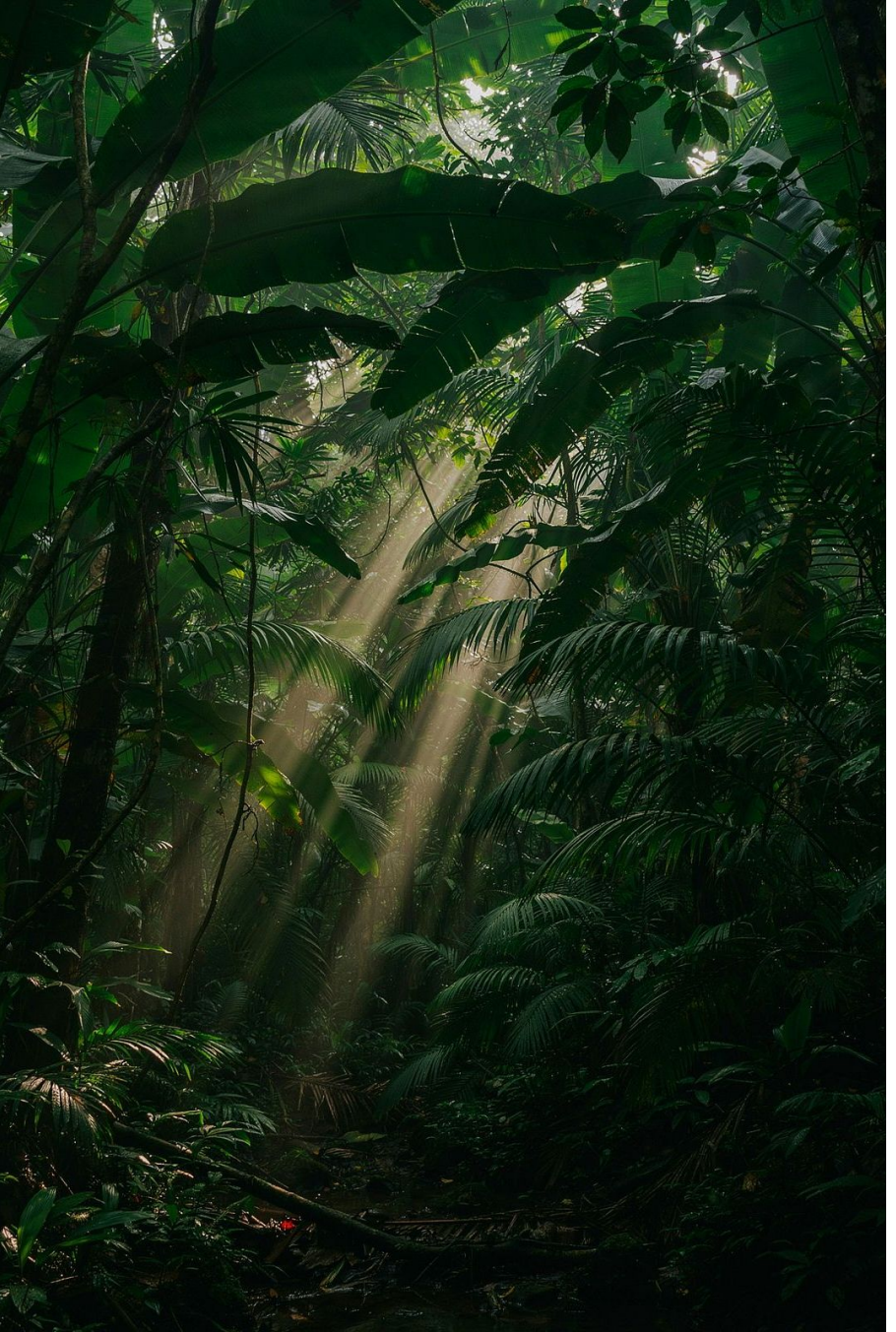
What is this answer missing? What could be improved?

Student Answer B

Golding describes Jack as though he were an animal by using the simile "...like a sprinter." This suggests Jack has become instinctive and primal, losing his civilised self. The reader is unsettled, sensing a dangerous shift in his character that foreshadows violence to come.

How does this answer go beyond technique spotting?

💬 Class discussion: What are the key differences between these two answers? What makes Student B's response stronger?



The Extract: Chapter 3, *Lord of the Flies*

> "He was bent double. He was down like a sprinter, his nose only a few inches from the humid earth. The forest and he were very still... Then, dog-like, uncomfortable on all fours yet unheeding his discomfort, he stole forward five yards and stopped."
>
> — William Golding, *Lord of the Flies*, Chapter 3

Golding's description of Jack in the opening of Chapter 3 is rich with language techniques. Notice how Jack's posture, movement, and relationship with the natural world are all carefully crafted to reveal something significant about his character and his direction of travel — away from civilisation, and towards something altogether more dangerous.

Activity 4: Annotating the Extract

Read the extract from the start of Chapter 3 carefully. Your task is to **annotate** (label) all the language techniques being used to describe Jack — focusing on **how** each one shapes our understanding of him.



Animal Imagery

Jack is repeatedly described using animal comparisons — *"dog-like"*, crouched low, sniffing the earth. This dehumanises him and suggests he is regressing from civilised boy to primitive predator.



Simile: "like a sprinter"

This unexpected comparison suggests Jack's hunting instinct is now athletic and purposeful — driven, focused, and utterly absorbed in the chase. There is something both impressive and alarming about his intensity.



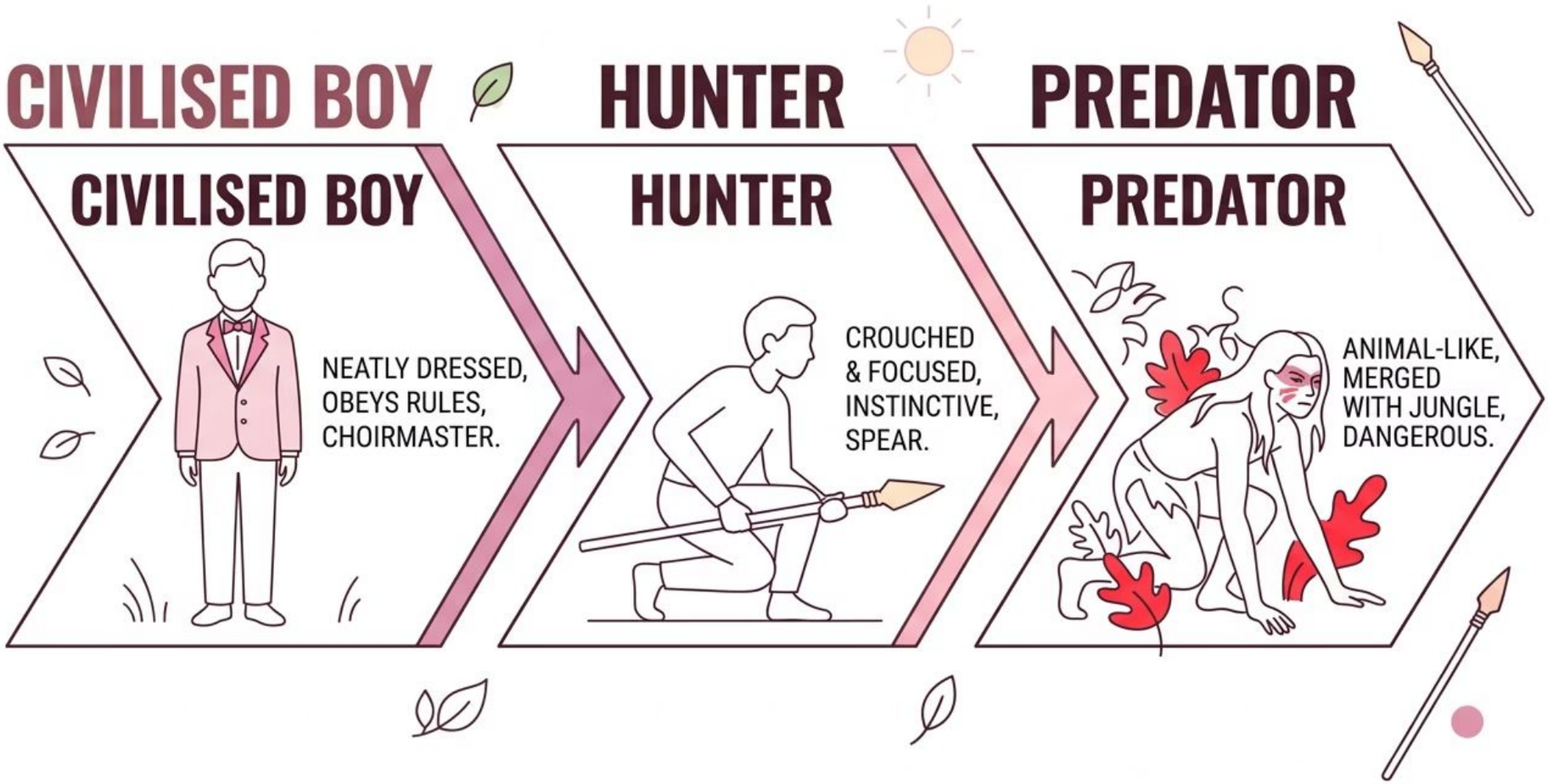
Setting & Stillness

"The forest and he were very still" — the merging of Jack with the forest suggests he is becoming part of the wilderness. This stillness creates tension, as if predator and prey are both holding their breath.

🖊️ Stretch: For each technique you identify, explain how it helps describe Jack. Then evaluate: how does Golding use language *overall* to present Jack to us in this passage?

Jack's Descent: What the Language Tells Us

Taken together, the language techniques in this extract paint a disturbing picture of Jack's transformation. Golding carefully strips away his humanity piece by piece.



This progression from choirmaster to crouching predator is one of Golding's central concerns — showing how **civilisation is only a thin veneer**, easily stripped away when the structures of society are removed. Jack embodies this threat throughout the novel.

Activity 5: Unpacking the Model Paragraph

Look carefully at the **example analytical paragraph** you have been given. Rather than simply reading it, your task is to break it down and understand **why** it works so well.

1

Point

A clear, arguable statement about what the writer is doing or suggesting. This anchors the entire paragraph.

2

Evidence

A short, well-chosen quotation embedded naturally into the sentence — not just dropped in on its own.

3

Technique

Identification of the specific language technique used — named precisely and not just listed.

4

Effect

A detailed explanation of how this technique works and what effect it creates on the reader — the most important part.

5

Evaluation / Link

A final sentence connecting the analysis to a wider theme or the writer's overall intentions. This is what distinguishes a good response from a great one.

🔍 Stretch: Evaluate how combining these elements creates a more effective exam answer than any single element alone.

A Model Analytical Paragraph

Study the model paragraph below. Notice how each element flows naturally into the next — creating a coherent, persuasive piece of analysis.

> Golding presents Jack as increasingly animalistic through his use of the simile "dog-like." By comparing Jack to a dog — a domestic yet instinct-driven creature — Golding suggests that Jack is abandoning his human identity and surrendering to primal urges. The word "dog-like" is particularly unsettling because dogs are tame animals, implying that Jack still retains the *shape* of civility while losing its substance. This makes the reader feel a creeping unease, sensing that Jack's transformation is already well underway. Golding uses this moment to foreshadow the violence that will follow, reinforcing the novel's central theme that savagery lies just beneath the surface of civilised behaviour.

Point → Evidence → Technique → Effect → Link

Can you identify each of these five components within the paragraph above? Underline or annotate each section in your copy.

Activity 6: Write Your Own Analytical Paragraph

Now it is your turn. Choose **one sentence or quotation** from the Chapter 3 extract that you found most interesting when annotating. You are going to write a full analytical paragraph explaining how Golding uses language to describe Jack.

Remember to Include:

- A clear **point** — what is Golding suggesting?
- An **embedded quotation** as your evidence
- The **technique** named precisely
- A detailed explanation of **effect on the reader**
- A **link to theme** or Golding's wider intentions

Sentence Starters to Help You:

- *"Golding presents Jack as… through his use of…"*
- *"The word/phrase '…' suggests that…"*
- *"This creates the impression that…"*
- *"The reader feels… because…"*
- *"This links to Golding's broader theme of…"*



Plenary: Self-Assessment

Read back through the analytical paragraph you have written. Use the checklist below to assess the quality of your own work honestly and carefully.

✅ Point

Have you made a clear, arguable point about what Golding is doing or suggesting — not just what happens in the text?

✅ Evidence

Have you embedded a precise, well-chosen quotation naturally within your sentence, rather than dropping it in on its own?

✅ Analysis

Have you named the technique correctly and explained *how* it works — going beyond simply spotting it?

✅ Effect

Have you explained specifically how this technique affects the reader — using precise language like "unsettles", "disturbs", or "foreshadows"?

✅ Link

Have you connected your analysis to a wider theme or Golding's overall intentions as a writer?

💬 Peer review: Swap your paragraph with a partner and give one piece of specific praise and one suggestion for improvement.

Key Takeaways from Today's Lesson

1 Know Your Techniques — and Their Effects

Naming a technique is only the beginning. What matters in an exam is **explaining how it works** and what it makes the reader think, feel, or understand.

2 Never Just "Technique Spot"

A list of techniques earns very few marks. **Analysis** — linking technique, effect, and meaning — is what examiners are looking for.

3 Structure Your Paragraphs

Use **Point → Evidence → Technique → Effect → Link** to build analytical paragraphs that are clear, detailed, and fully developed.

4 Golding's Language is Deliberate

Every word Golding chooses in Chapter 3 is purposeful. Jack's animal imagery and stillness reveal a boy losing his humanity — and a society about to lose its own.