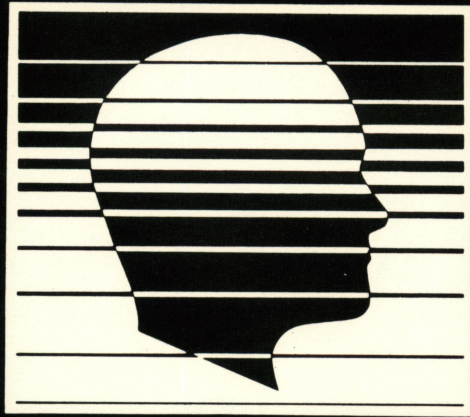


# Lord of The Flies



**MEDIA BASICS COURSEWARE**

# Study Guide

RR1015

## Lord of The Flies



**MEDIA BASICS COURSEWARE**

**Microcomputer Courseware  
for Language Arts  
and Literature**



**MEDIA BASICS COURSEWARE**

LARCHMONT PLAZA • LARCHMONT, NEW YORK 10538

**Return to  
Reading**

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Computer Program Design by Elliot & Fitzpatrick, Inc.

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## TECHNICAL REQUIREMENTS

Each Return-To-Reading diskette is designed for Apple II or Apple II Plus microcomputers equipped with disk drive. (Alternate formats are available on request.) Directions for loading the diskette and instructions to assure its long and satisfactory use appear on the diskette sleeve or envelope. Essentially, diskettes require the same care and consideration as fine records or tape recordings. They respond best to careful handling and are sensitive to temperature extremes and magnetic fields.

# **INTRODUCTION TO THE COURSEWARE PROGRAM**

Return-to-Reading is a comprehensive microcomputer courseware program in literature based on the most significant and widely read books in the curriculum. An important resource for basic teaching, this program is designed for use AFTER students have read the correlated book.

The program evaluates reading skills and measures comprehension by engaging students, responding to answers, reinforcing, correcting, and providing opportunities for enrichment. Return-To-Reading will help students and teachers utilize their time more effectively while exploring the exciting potential of computer-assisted instruction.

The Return-To-Reading program is designed as a 30-40 minute exercise. Its purposes are three-fold:

- Return-To-Reading involves students in reading outstanding books
- Return-To-Reading measures reading skills and comprehension
- Return-To-Reading helps students build an enduring reading habit.

## **COURSEWARE COMPONENTS**

- Two 5¼" diskettes – an original and a “back-up” duplicate.
- Two black-line masters for coordinated language arts activities.
- Study Guide booklet with a complete program description and suggestions for individual and class use.

## **COURSEWARE OBJECTIVES**

- To develop and improve reading skills
- To promote critical thinking skills
- To improve writing skills through coordinated supplementary activities
- To measure individual mastery and achievement levels.

# READING THE MENU FOR THE COURSEWARE PROGRAM

**NOTE:** The courseware program is no substitute for reading. It is designed to help students understand the books they have read. Return-To-Reading can be used only AFTER students have read the correlated book – in this case *Lord of the Flies*.

**Suggested User Time: 30-40 Minutes**

## I. RESPONDING TO THE BOOK

A. Exploring Feelings

B. Making Connections

## II. UNDERSTANDING THE BOOK

A. Reviewing the Story

(Literary Appreciation)

B. Understanding the Story

(Comprehension)

1-2 Finding Main Ideas

3-4 Determining Sequences

5-6 Analyzing Characters

7-8 Recalling Details

C. Thinking About the Story

(Critical Thinking)

1- 2 Determining Mood and  
Emotion

3- 4 Identifying Point of View

5- 6 Establishing Cause/Effect

7- 8 Making Comparisons

9-10 Separating Fact from  
Opinion

11-12 Making Predictions

13-14 Drawing Conclusions

D. Understanding the Author's

Language

(Vocabulary Skills)

1- 3 Selecting the Proper Word

4- 7 Selecting the Best Meaning

8- 9 Finding Synonyms and  
Antonyms

10-13 Understanding Figurative  
Language

## III. GOING BEYOND THE BOOK

A. Activities

1. Jumble

2. Tic Tac Toe

B. Enjoying Other Books

(Return to Reading Ideas)

### I – RESPONDING TO THE BOOK.

This section consists of five questions for which there are no wrong answers. These questions are ungraded and are not recorded in the cumulative scores. They provide an opportunity for students to explore their feelings about the book.

### II – UNDERSTANDING THE BOOK.

This section consists of 40 questions in four main categories which measure **literary appreciation, critical thinking, comprehension, and reading skills**. Students receive 2½ points for a right answer on the first attempt and 1 point for a right answer on the second attempt. Further attempts are not offered nor are penalties exacted for wrong answers.

### BONUS QUESTIONS.

Eight bonus questions are included in the program and are offered only to those students who correctly answer a majority of questions in each category on the first try. Each bonus question is worth 1 point.

### III – GOING BEYOND THE BOOK.

This section consists of ungraded enrichment activities – puzzles and games which all learners may enjoy. It also provides detailed suggestions for further related reading.

# THE SCORING SYSTEM

## General Information

There are 40 graded questions in this program. Each question is worth 2½ points if answered on the first try and 1 point if answered on the second try. Seven bonus questions worth 1 point each are included in the score. The student is provided with an immediate report of his/her score after completing each section. A cumulative score is displayed at the end of the test.

## Distribution of Points

The distribution of points and their relative values are listed below. The cumulative score represents a total effort with bonus points included. Subsection scores are reported individually to pinpoint areas of strength and weakness.

%-age	Subsections	Base Score	Bonus Score
12.5%	Literary Appreciation	5 @ 2.5 = 12.5 pts.	1 @ 1 = 1 pt.
20.0%	Comprehension	8 @ 2.5 = 20 pts.	2 @ 1 = 2 pts.
35.0%	Critical Thinking	14 @ 2.5 = 35 pts.	2 @ 1 = 2 pts.
32.5%	Vocabulary Skills	13 @ 2.5 = 32.5 pts.	2 @ 1 = 2 pts.
100%		100 pts.	7 pts.

## Storage and Retrieval of Scores

The program stores up to 20 scores on the diskette. The teacher may retrieve the scores at any time by typing the word **MASTER** in the name slot at the beginning of the program or by typing **RUN TEACHER** at the completion of all program material.

Scores may be retrieved to examine individual scores one at a time or to learn how many are presently being stored on the diskette. Scores may be deleted at any time, or the teacher may save some scores and delete others. Instructions appear directly on the screen for this procedure. If printing capability is available, the scores may be printed at the teacher's discretion.

When score storage has reached the maximum of 20, attempts to use the program will be rejected and a direction to seek the aid of the teacher will appear on the screen. This procedure prevents accidental deletion of scores.



## ***LORD OF THE FLIES***

### **A VERSATILE COURSEWARE PROGRAM**

1. For **SELF MEASUREMENT**. The program helps students working independently to assess their own reading ability and keep track of their individual progress.
2. For **DIAGNOSIS**. The program helps students needing practice in reading skills to identify specific areas of strength and weakness.
3. For **GENERAL STUDENT EVALUATION**. In conjunction with classroom work, the program provides another way for teachers to evaluate student performance with a specific book as well as individual progress in language skills development. The student's score may be regarded in much the same manner as other major test scores.
4. As a **CULMINATING ACTIVITY**. After students have read and discussed the book, the program provides an opportunity for an exciting and challenging activity to extend the reading experience.

### ***LORD OF THE FLIES***

#### **TEACHING OBJECTIVES**

1. To explore the principles of human behavior, particularly the impulses for good and evil inherent in human nature.
2. To consider the meaning of civilization in our modern world – as either a deeply rooted system of behavior or a fragile social structure.
3. To develop skills of character analysis to understand how characters contribute to the story's themes.
4. To introduce the basic principles of democracy and totalitarianism in terms easy for young people to identify and understand.

## **SYNOPSIS OF THE NOVEL**

A group of British schoolboys are evacuated by airlift during a nuclear war. However, their plane crashes before they can reach their destination. The pilot is killed, and the boys emerge from the wreckage to find themselves stranded on a remote Pacific island without adult supervision.

At first the boys are delighted with their new-found freedom. They set out exploring and appoint Ralph, one of the older boys, as their leader. Ralph insists that they build a fire to signal any ship that might pass and rescue them.

Soon their rules and sense of order begin to break down, and the group is divided into two opposing factions. Ralph's antagonist, Jack, organizes the opposition. Jack, more cruel and savage than Ralph, takes the boys hunting to kill the wild pigs on the island and initiates primitive rituals. Ralph continues to establish rules and tries to complete several cooperative projects with his dwindling group of followers.

The younger boys in the group begin to dream of a "beast" which they fear is roaming the island. In a mystical vision, Simon speaks with the Lord of the Flies and learns that the beast lives within each boy. Later Simon is killed when he interrupts the boys during one of their ritual celebrations. Piggy, the asthmatic intellectual, is also killed when he defies Jack's authority.

Ralph and Jack clash in a final confrontation to determine who holds power and authority on the island. Ralph, now all alone, is forced to hide in the forest, but Jack sets it on fire to force Ralph out into the open. Ralph runs for his life, escapes the fire, and falls at the feet of an amazed British Naval officer who has seen the fire and comes to take the boys back to adult civilization.

# ANTICIPATING THE COURSEWARE

## Notes for the Teacher on Program Content

### Section I – RESPONDING TO THE BOOK

Students explore their own feelings toward the book: What do the events in the story mean to me? Who is the special person in my own life? What personal feelings does this book evoke? – These five questions have no point value. They are ungraded and designed to involve the student personally in the reading experience.

### Section II – UNDERSTANDING THE BOOK

This is the diagnostic core of the program. It measures mastery of language skills and reading comprehension as well as a genuine understanding of the book. The following outline describes the content within each sub-section and identifies specific educational objectives.

**A. REVIEWING THE STORY – (Literary Appreciation) – 5 Questions.** Evaluates understanding of literary elements such as genre, major and minor characters, setting and plot elements.

**B. UNDERSTANDING THE STORY – (Comprehension) – 8 Questions.** **Finding Main Ideas** – identifies primary themes (2 questions). **Determining Sequence** – measures understanding and relationship to key events (2 questions). **Analyzing Characters** – evaluates ability to delineate characters by attributes, behavior and attitudes (2 questions). **Recalling Details** – measures skill in remembering important details as well as major events in the book (2 questions).

**C. THINKING ABOUT THE STORY – (Critical Thinking) – 14 questions.** **Determining Mood and Emotion** – explores emotional state of key characters at vital points – and the mood created by the author (2 questions). **Identifying Point of View** – identifies distinct attitudes of different characters (2 questions). **Establishing Cause/Effect** – Evaluates understanding of the impact of events on the outcome of the story (2 questions). **Making Comparisons** – probes understanding of characters and symbols through the use of analogies (2 questions). **Separating Fact from Opinion** – meas-

ures ability to discriminate between objective elements in the story as distinct from expressions of individual characters (2 questions). **Making Predictions** – interprets elements in the story as distinct from expressions of individual characters (2 questions). **Drawing Conclusions** – measures skill in determining conclusions through a synthesis of events and the motivations of key characters (2 questions).

- D. UNDERSTANDING THE AUTHOR'S LANGUAGE – (Vocabulary Skills)**  
13 questions. **Selecting the Proper Word** – Evaluates recognition of words and phrases used within the story (3 questions). **Selecting the Best Meaning** – measures understanding of the author's expressions and special use of language (4 questions). **Finding Synonyms and Antonyms** – probes ability to understand more challenging words in the story (3 questions). **Understanding Figurative Language** – examines ability to comprehend colloquial and regional language used by the author to develop the story (3 questions).

### **Section III – GOING BEYOND THE BOOK**

**ACTIVITIES FOR ENRICHMENT AND PLEASURE** This final section is designed to encourage students to develop a genuine reading habit. **Jumble** and **Tic Tac Toe** are exciting games to help students synthesize their reading experience by applying their understanding of the book to an immediately rewarding activity – the winning of a game!

**A COMPLETE ANNOTATED BIBLIOGRAPHY** provides students with information about other books for further reading. The bibliography includes books about exciting adventures, the loss of innocence and surviving the forces of nature.

Note: Unlike traditional study guides, this booklet does not include answers to the questions presented in the program. All answers are provided immediately, and within the context of the questions, for students using RETURN-TO-READING programs. This courseware provides systematic feedback to all responses, correct and incorrect, in order to extend and reinforce learning.

# VOCABULARY SKILLS

## Key Words Introduced In the Courseware Program

effulgence	disinclination	erode	motif
compulsion	diffident	cynical	pliant
leviathan	conch	civilized	brutality
mortification	sadistic	intimidate	rational
truculently	savage	specious	retaliate

## USING THE RESPONSE-TO-READING SHEETS

The **Response-To-Reading Sheets** are black-line masters provided for class duplication. They include activities specifically designed to develop writing skills. Two **Response-To-Reading Sheets** are included in this program.

### 1. THE RESPONSE JOURNAL

The development of writing skills activities is integral to most language arts programs. RETURN-TO-READING is no exception. The program includes a reader's **RESPONSE JOURNAL** to encourage development of writing skills and assure each student meaningful writing experiences.

The **RESPONSE JOURNAL** gives students a chance to explore their reactions to the novel. Through a series of writing activities they examine their feelings about the story, analyze the relationships between characters, and relate the experiences in the book to their own lives.

You may use the **RESPONSE JOURNAL** as an ungraded writing activity to encourage creative expression. Or you may use it as a regular graded activity to assess skills development. In addition, you may wish to use the students' responses as a springboard to further classroom discussion.

### 2. SENTENCE COMBINING

Sentence Combining activities help students learn to write varied and concise sentences. Because the activities are structured without technical explanations of grammar rules they may be used independently of on-going classroom grammar instruction. The exercises, based on events in *Lord of the Flies*, involve creating introductory and final clauses.

## Answers to Sentence-Combining Exercise

- A. 1. After Piggy showed him how to do it, Ralph sounded the conch and called the others.  
2. Ralph sounded the conch and called the others after Piggy showed him how to do it.
- B. 3. Because he was chapter chorister and could sing C sharp, Jack felt he should be chief of the boys.  
4. Jack felt he should be chief of the boys because he was chapter chorister and could sing C sharp.
- C. 5. Since Ralph was elected chief of the boys, Jack formed a tribe of hunters.  
6. Jack formed a tribe of hunters since Ralph was elected chief of the boys.
- D. 7. Even though they were two separate individuals, the twins were called Samneric.  
8. The twins were called Samneric even though they were two separate individuals.
- E. 9. While he was trying to explain about the dead man on the hill, Simon was killed by the tribe.  
10. Simon was killed by the tribe while he was trying to explain about the dead man on the hill.

### *Uncued:*

11. The English officer did not believe British boys could not put up a better show when he found them on the beach.  
12. When he found them on the beach, the English officer did not believe British boys could not put up a better show.

*Note: Student variations are acceptable when they represent improvements upon the literal recombinations offered above. It is not unusual for a student to determine that a sentence will sound better if the elements offered are reversed or if a determiner such as "the" is dropped because it is redundant.*

## **FOLLOW-UP ACTIVITIES FOR THE CLASSROOM**

### **I. For Discussion**

#### **Discussing Major Themes**

You may want to explore the major themes introduced in the courseware program at greater length with your class by raising the following questions:

- A.** What do the boys do first after they get over the shock of their predicament?

## **FOLLOW-UP ACTIVITIES** (Continued)

What effect does Ralph's leadership have on their morale?

**B.** Compare and contrast Ralph and Jack as leaders. What are their strengths and weaknesses? What would you have done if you had been one of the boys on the island?

**C.** Examine the individual characters in the story. What do they have in common? How are they different? Why did Golding include Simon, Piggy and Maurice in the story?

### **Discussing Student Responses**

Additional discussions may develop from the students' written responses in the Response Journal. Students may wish to discuss their personal reactions to events and characters in the book as indicated on the response sheets that accompany the courseware program.

### **Discussing Related Books**

Classroom discussion may center on other books students have read from the bibliography section of the courseware program. They may want to explore the similarities and differences between these books and *Lord of the Flies*.

## **II. For Research**

You may want to develop further library and research skills by assigning more through investigation on aspects of the following issues:

### **A. Survival**

There are many accounts of persons surviving life-threatening situations. Research one account and present your findings to the class. Look for similarities in the way other survivors managed and the way the boys in *Lord of the Flies* survived.

### **B. Nuclear War**

These boys were airlifted to safety because of a nuclear war. Research either the development of nuclear weapons and strategies or the history and principles of the anti-nuclear movement in this country and around the world. Present your findings in a well organized essay.

### **C. Initiation Into Adulthood**

Compare *Lord of the Flies* with another story of a young person's initiation into adulthood. (*Adventures of Huckleberry Finn*, *A Separate Peace*, *The Catcher in the Rye*, *The House of Stairs*.) Discuss how the central character in each story changes and matures. What realizations and understanding accompany the change? Describe the society or environment of each book. How are they alike? How are they different?

### III. For Further Reading

The central objective of the Return-To-Reading courseware is to encourage the reading of good books for pleasure and enrichment. *The Lord of the Flies* has enormous appeal to young people. Depending on the interests of individual readers, your students may choose to read books on the following subjects:

#### Other Adventures

- Hughes, Richard. *A High Wind In Jamaica*. Seven children on a ship bound for England are abducted by pirates. This modern classic portrays the way these youngsters are forced into extraordinary strategies to survive.
- Stevenson, Robert Louis. *Treasure Island*. This is the classic adventure story of a boy, Jim Hawkins, who is thrust into a series of exciting episodes involving pirates and buried treasure.
- Butler, William. *The Butterfly Revolution*. The setting is a boy's camp where a revolution occurs and reflects the conflicts and tensions within the adult world.
- Knowles, John. *A Separate Peace*. A vivid story of friendship and betrayal between two boys in a private school in New England. The historical backdrop of World War II intensifies the novel's theme of lost innocence.
- Swartout, Glendon. *Bless The Beasts And The Children*. Here is a compelling story of six adolescent misfits who are rejected by their parents. At an Arizona camp they learn what it means to earn adulthood.
- Defoe, Daniel. *Robinson Crusoe*. The popular classic novel about a young Englishman who is stranded on a desert island for twenty-eight years.

#### Survival Stories

- Dickey, James. *Deliverance*. A gripping novel about four middle-aged men who test their capacity to survive as well as their manhood during a hunting trip in the backwoods of Georgia.
- Read, Piers Paul. *Alive*. A true account of a South American soccer team which survives a plane crash in the Andes.
- Wyss, J.R. *The Swiss Family Robinson*. An entertaining tale of a family that survives a shipwreck and thrives on a desert island through its ingenuity.



# The Return-To-Reading Library

1. The Adventures of Tom Sawyer
2. The Adventures of Huckleberry Finn
3. Animal Farm
4. The Black Stallion
5. The Call of The Wild
6. A Day No Pigs Would Die
7. Diary of Anne Frank
8. Fahrenheit 451
9. The Good Earth
10. The Great Brain
11. Great Expectations
12. The Hobbit
13. Julius Caesar
14. To Kill A Mockingbird
15. Lord of The Flies
16. The Miracle Worker
17. 1984
18. The Pearl
19. The Pigman
20. A Raisin in The Sun
21. The Red Badge of Courage
22. The Red Pony
23. Romeo And Juliet
24. A Tale of Two Cities
25. Where The Red Fern Grows
26. All Quiet On The Western Front
27. Billy Budd
28. Born Free
29. Brave New World
30. Charlie And The Chocolate Factory
31. The Chocolate War
32. Cry, The Beloved Country
33. Dracula
34. The Effect of Gamma Rays On Man-In-The-Moon Marigolds
35. A Farewell To Arms
36. Flowers For Algernon
37. Giants In The Earth
38. The Gift of The Magi/The Ransom of Red Chief\*
39. The Heart is A Lonely Hunter
40. Of Human Bondage
41. Johnny Tremain
42. The Lion, The Witch And The Wardrobe
43. The Little Prince
44. The Martian Chronicles
45. The Odyssey
46. One Day in The Life of Ivan Denisovich
47. A Separate Peace
48. The Telltale Heart/ The Cask of Amontillado\*
49. White Fang/To Build a Fire\*
50. Wuthering Heights
51. All Creatures Great And Small
52. Catch 22
53. Cat's Cradle
54. David Copperfield
55. The Crucible
56. Ethan Frome
57. The Great Gatsby
58. The Heart of Darkness/ The Secret Sharer\*
59. Jane Eyre
60. The Jungle
61. Macbeth
62. A Member of The Wedding
63. Mrs. Frisby And The Rats of Nimh
64. Of Men and Men
65. The Old Man And The Sea
66. One Flew Over The Cuckoo's Nest
67. The Ox Bow Incident
68. Return of The Native
69. The Scarlet Letter
70. Sounder
71. The Sword in The Stone
72. Walden
73. Watership Down
74. When The Legends Die
75. A Wrinkle In Time
76. Babbitt
77. The Catcher in The Rye
78. Charlotte's Web
79. The Contender
80. Daisy Miller
81. Death Be Not Proud
82. Death of A Salesman
83. The Gammage Cup
84. The Grapes of Wrath
85. The Incredible Journey
86. James And The Giant Peach
87. Little House On The Prairie
88. My Side of The Mountain
89. Native Son
90. Our Town
91. The Outsiders
92. Pygmalion
93. Summer of My German Soldier
94. Tales of A Fourth Grade Nothing
95. The Time Machine
96. The Unvanquished
97. Up From Slavery
98. Winesburg Ohio
99. The Wizard of Earthsea
100. The Yearling



**MEDIA BASICS COURSEWARE**

\*Special Combined Programs



# Lord of The Flies

## RESPONSE-TO-READING

### ACTIVITY SHEET No. 2

#### Sentence Combining Worksheet

Sentence-combining exercises help you write more interesting and varied sentences. Each pair of sentences below is combined to create a sentence with an introductory clause, and the same pair is used to create a sentence with a final clause. The example will explain how this is done.

#### **Sentence-Combining Problem**

Ralph met Piggy.

He met the other boys. (before)

*Introductory Clause:* Before he met the other boys, Ralph met Piggy.

*Final Clause:* Ralph met Piggy before he met the other boys.

Both versions are correct, and placement would depend on which idea you wanted to stress. Note that a comma is needed after an introductory clause.

#### **Cued Sentence-Combining Problems**

A. Ralph sounded the conch and called the others.

Piggy showed him how to do it. (after)

Intro: 1. \_\_\_\_\_

Final: 2. \_\_\_\_\_

B. Jack felt he should be chief of the boys.

He was chapter chorister and could sing C sharp. (because)

Intro: 3. \_\_\_\_\_

Final: 4. \_\_\_\_\_

C. Jack formed a tribe of hunters.

Ralph was elected chief of the boys. (since)

Intro: 5. \_\_\_\_\_

Final: 6. \_\_\_\_\_

D. The twins were called Samneric.

They were two separate individuals. (even though)

Intro: 7. \_\_\_\_\_

Final: 8. \_\_\_\_\_

E. Simon was killed by the tribe.

He was trying to explain about the dead man on the hill. (while)

Intro: 9. \_\_\_\_\_

Final: 10. \_\_\_\_\_

#### **Uncued Sentence-Combining Problems**

Bonus: The English officer did not believe British boys could not put up a better show.

He found the boys on the beach.

Intro. 11. \_\_\_\_\_

Final: 12. \_\_\_\_\_

# The Return·To·Reading Library

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47. A Separate Peace
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49. White Fang/ To Build A Fire\*
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63. Mrs. Frisby And The Rats of Nimh
64. Of Mice And Men
65. The Old Man And The Sea
66. One Flew Over The Cuckoo's Nest
67. The Ox Bow Incident
68. Return of The Native
69. The Scarlet Letter
70. Sounder
71. The Sword In The Stone
72. Walden
73. Watership Down
74. When The Legends Die
75. A Wrinkle In Time
76. Babbitt
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84. The Grapes of Wrath
85. The Incredible Journey
86. James And The Giant Peach
87. Little House On The Prairie
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89. Native Son
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100. The Yearling

\*Special Combined Program

## Microcomputer Courseware for

- Reading Motivation
- Basic Literature
- Skills Development



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