

2015 specification
first exams in 2017

The War of the Worlds

Activity Pack for GCSE

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Teacher's Introduction

How to Use the Pack

This activity pack has been designed to complement your teaching of the GCSE text *The War of the Worlds* by H G Wells. There is a range of activities to support your students' understanding of the novel. The intention is for you to pick and choose which activities are best suited to your group, and there are often many different approaches that could be taken with the worksheets – such as to be completed individually, in pairs, as a group or for homework. This has not been explicitly stated and therefore, most of the tasks are fairly open and can be tailored to suit your classroom needs.

As the text is fairly long, listening to an audio version of the book can help to keep students involved. Likewise, completing activities while reading could also help pupils to stay on task.

Dividing up the text can be advantageous – chapters could be set as group work or reading for homework. Based on plot events, the following may be of use:

- Book 1: Chapters 1–3
- Chapters 4–7
- Chapters 8–9
- Chapters 10–11
- Chapter 12
- Chapter 13
- Chapter 14
- Chapter 15
- Chapters 16–17
- Book Two: Chapters 1–2
- Chapters 3–4
- Chapters 5–6
- Chapter 7
- Chapter 8

Exam Boards Information

The War of the Worlds is examined by the following exam boards for GCSE English Literature:

- **Eduqas:** *The War of the Worlds* is one of the options for **Component 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry** which is assessed by a 2 hour 30 minute exam. *The War of the Worlds* text is offered in Section B of the exam, which requires students to answer one question. They need to respond to a given extract from the novel as well as making references to the whole text. Their response is worth 20% of the overall GCSE English Literature grade and they are advised to spend 45 minutes on their answer.
 - This is a closed book examination.
- **OCR:** *The War of the Worlds* is one of the options for **Component 1: Exploring Modern and Literary Heritage Texts** which is assessed by a 2 hour exam. *The War of the Worlds* text is offered in Section B of the exam, which requires students to answer two questions. The first is a question based on an extract from the novel, and next is a discursive question based on the whole text. The answer is worth 25% of the overall GCSE English Literature grade, and students are advised to spend 45 minutes completing their answer.
 - It is worth noting, though, that even with the extract question, students will still need to display an understanding of the whole text by making connections and links to other parts of the novel. Students are not advised to solely analyse the extract.
 - This is a closed book examination.

Assessment Objectives

- **AO1:** Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations
- **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
 - This could include biographical context (where relevant), social and historical context and the context of the genre, for example science fiction, as well as showing an understanding of the context of the novel as a whole.

The assessment objectives are at the forefront of all the activities that have been included, and are referenced in the titles of each resource to assist your teaching.

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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May 2018

Copy of the text used: H G Wells:
The War of the Worlds (Penguin Classics)
2005 ISBN: 978-0-14-144103-0

Pre-reading Activities

Activity 1: Understanding the Author – Herbert George Wells

He was a talented student but, aged 13, he was taken out of school as his father became bankrupt so Wells had to make his own living.	He got to meet two with two Russian
Many claim Wells created the genre of ' scientific romance '. It contains a hero who has battles for survival due to a surprising scientific development. The genre today is better known as 'science fiction'.	He wanted his re
He believed strongly in socialism .	He suffered from
He wrote short stories, essays for newspapers and magazines as well as theatre reviews.	He was married but that became
His later publications had an increasingly strong political and social message.	Wells returned to actually became c a
He worked for the Ministry of Propaganda in the 1920s.	He had always been the future
He campaigned that the human race must learn from the lessons of war, and never repeat a world war again. He was very depressed when World War II broke out and felt that his message had been ignored.	He stood as a La
He was interested in both science and literature.	He produced 50 wo and pamphlets . once said that 'Som
He campaigned strongly for human rights .	His books were ba

1. Choose two statements that you think are relevant to studying *The War of the Worlds* about the story, or what predictions can you make?
2. Choose one of the statements. Think of five questions you would ask H G Wells.
3. Choose three cards that you think are the most important to understanding the story and write your answers.
4. There are five words/statements in bold. Can you give a definition of them?
5. From the information above, what are three things that you learn about H G Wells?
6. Why do you think H G Wells chose to write?
7. How do you think Wells felt about humanity and society, and why?
8. Do **you** think that fiction should have a strong message/purpose or do you think it should be for entertainment?
9. Sum him up in one word.

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Activity 2: Understanding the Background

Read through the following information, and fill in the blanks by choosing a suitable word from the list below.

The War of the Worlds was first _____ in serial form in the *Illustrated London News* magazine – Pearson's – in 1897. It was published in America at this time, which was typical of literature during the _____ era and meant that it would be eagerly awaited for each week, or month, by an increasingly large and growing readership could have been due to the 1871 Education Act which provided _____ for all. This meant that for the first time ever, more people in the population were able to read.

The following year, _____, *The War of the Worlds* was produced in a book format.

During the late Victorian epoch, the sensation novel had been growing in popularity. People were enjoying reading scandalous stories of adultery and _____, and were shocked and intrigued by other stories that focused on warfare, and the invasion of Victorian England was a very _____ and disciplined place. The threats to the entrenched lifestyle was frightening and amazing.

A famous story from this time was Colonel George Chesney's *The Battle of Britain*, which told the tragic and horrifying tale of England being defeated by a German invasion. This publication led to a spate of war fiction and the idea of England playing the role of victim.

Wells wrote his particular invasion story between 1895 and 1897 and worked with his brother to source out locations for his novel. In fact, he was _____ at this time so used this research as practice!

Wells was a very political man, and thought deeply about the future of society. His concerns about overpopulation are evident in his writing, as are those about colonialism.

At this time, like many others, before sophisticated _____ experiments, H G Wells considered it possible that there was _____ on Mars. He was wary of the supremacy of humankind and was wary of their superiority. Wells was a student of science, too, and had worked alongside Thomas Huxley, and Charles Darwin's 'Bulldog'. Wells was fascinated by the theory of evolution. He believed strongly that humanity was probably not evolved to its most advanced state. He believed that there was much that could be done to _____ society. He believed in living a life of free love, improving human rights, greater gender equality, and the breakdown of class restrictions. He was a very progressive thinker, and he thought about how the future of humanity could be bettered. He was keen to think about how to challenge the entrenched order of society. While reading *The War of the Worlds*, an interesting question – whose side is Wells actually on?

H G Wells continued to write a number of science fiction novels about _____ travel, and scientific exploration.

invasion	Victorian	evolution	equality
life	space	improve	bigamy
fiction	bike	published	education

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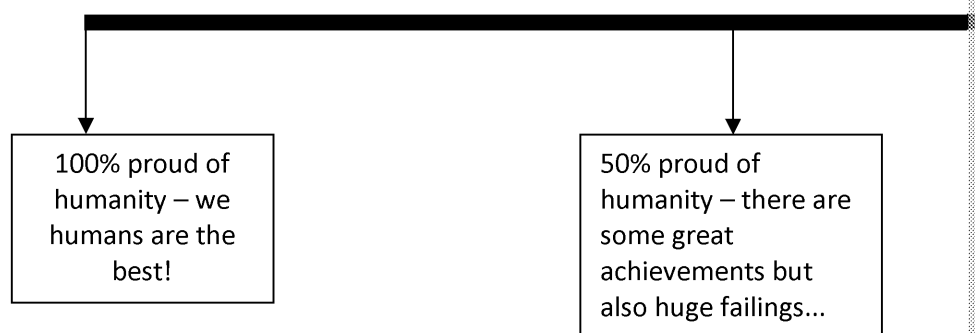


Activity 3: Proud to be Human?

1. Look at the table below and discuss any ideas that could go in each box. Then write them in.

Top three reasons for feeling proud of humanity – being a human makes me feel dignified, appreciative, glad and honoured because...	Top three reasons for feeling ashamed of humanity – being a human makes me feel disgusted, embarrassed, ashamed because...

2. Share what you consider the future of humanity to be. Why?
3. Look at the continuum below, label the following by adding them on to the line.
- Your personal view
 - Your teacher's view
 - The class as a whole's view
 - H G Wells' view

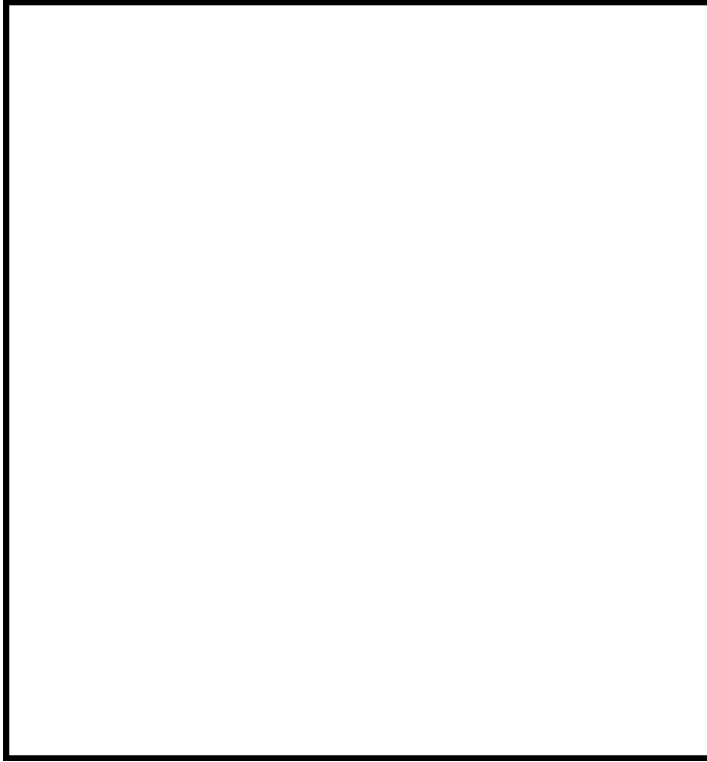


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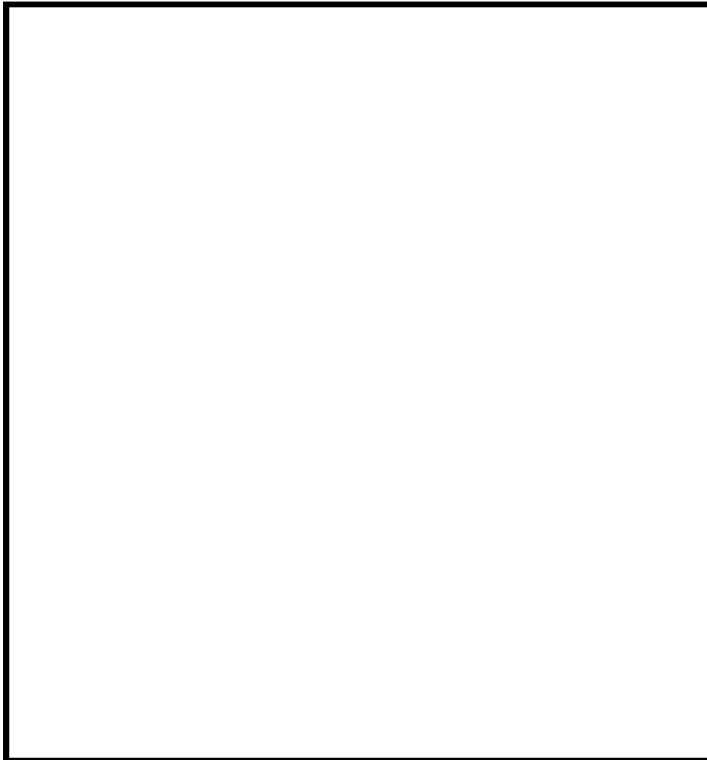


Activity 4: Two Sides of Humanity

1. Choose one person (alive/dead/fictional) that you feel embodies all the virtues every human was like this one, then humanity would be well and truly perfect. Write your justifications as to why they are such a great person. You could draw the person.



2. Now, choose one person (alive/dead/fictional) that you feel personifies all the flaws every human was like this one, then life would be a living hell! Label your picture with the name of the person who encapsulates all of humanity's flaws.



3. Present your ideas to the rest of the class and explain your choices. Are there any other people who fit the criteria?

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Activity 5: A Visit from Aliens

1. Do you believe in aliens personally? Why or why not?

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2. If aliens did exist, what are the possible reasons for them visiting earth?

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3. Instinctively, do you feel that aliens are negative (a threat to humanity) or positive? Give your answer.

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4. Decide on 10 words that are often used when discussing aliens. Make sure you choose words that are sophisticated and spelt correctly.

5. Can you think of five other synonyms for the word 'alien'?

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6. Draw and label an alien with at least 10 pieces of information – do this independently. Think about its shape, colour, texture, how it communicates, how it moves, its anatomy, its personality, etc.

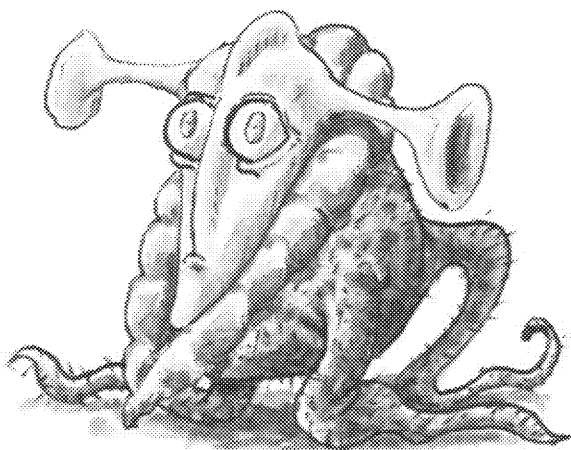
7. Once you've finished, share it with your classmates. Are there any similarities?

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8. Where do our ideas about aliens come from? Discuss the idea of a collective of shared ideas and beliefs that exists within society.
9. Look at the pictures below – how are aliens represented here?
- Label each picture with adjectives.
 - Finally, circle the picture that correlates most closely with how you view



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Activity 6: What is Science Fiction?

1. Read through the list of statements and put a tick next to those that are correct for the science fiction genre.

Convention/Characteristic of the Science Fiction Genre
Technology is included – such as new weapons or ways of communicating
There is usually romance.
Extraterrestrials play a role.
The ending is always a cliffhanger.
The storyline is completely unbelievable and doesn't seem realistic at all.
They often include goblins, ghosts, giants and trolls.
They can often be set in the future.
Family disputes and conflicts are included.
They are very emotional and discuss the feelings and emotions of characters.
The settings are usually made-up places; for example, you wouldn't recognise the places.
Many are autobiographical.

2. List examples of sci-fi books / films / TV shows that you know.

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3. Why do you think so many people find this genre appealing?

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4. What is the difference between sci-fi and fantasy?

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Activity 7: The Planet Mars

Mars is a planet which has consistently enthralled and fascinated humanity. In recent years, there have been increasing attempts to explore and research into the planet which has resulted in a growing body of knowledge about Mars. You probably know quite a few facts already.

1. Research into 'the red planet' and create your own factsheet. It must include answers to the following questions, as well as anything else that interests you. Include images, charts or statistics to complement your writing.

You need to discover **at least** the following information:

- a. What is the average temperature on Mars?
- b. How has Mars changed over time?
- c. How close is Mars to Earth?
- d. Why is the planet red?
- e. Would humans be able to survive on Mars – why or why not?
- f. How many space missions have there been to Mars?
- g. Locate three other facts about the planet.

Useful websites or video links:

- <http://theplanetmars.weebly.com/about-mars.html>
- <http://space-facts.com/mars/#facts>
- <https://www.youtube.com/watch?v=44dmbSut-oE>



2. Create a true or false quiz about Mars that you will use to test your classmates' answers!
3. Finally, write a 50-word summary to explain clearly what you have learnt about Mars. Fit it on a postcard – these could be used as a border for a *The War of the Worlds* postcard.

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Activity 8: Mythical Mars

Mars, the planet, was named after the Roman mythological warrior, as is the moon. Ares has similar characteristics too.

1. Research into Mars, the god of war, and either print out or draw a version of Mars with connotations – what do his appearance and stance signify to you?



2. The aliens in *The War of the Worlds* appear from Mars. Why do you think Warhol's predictions about how the aliens will behave?

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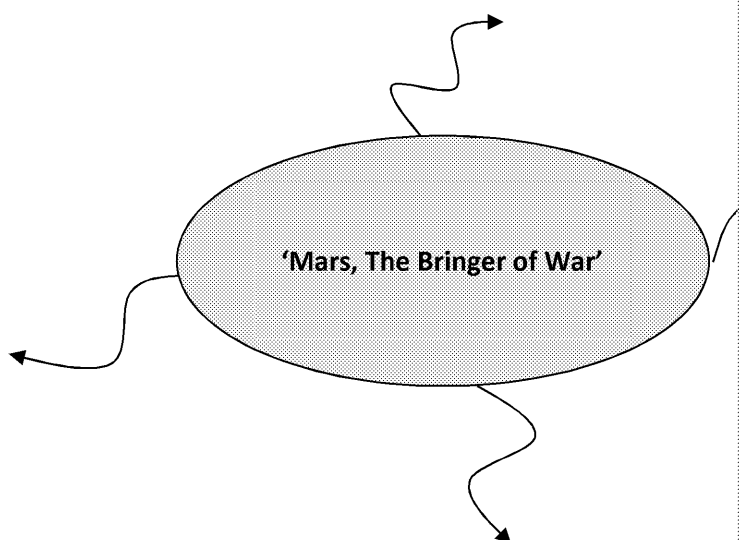
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3. Listen to the classical music piece by Gustav Holst, entitled 'Mars, The Bringer of War' below and add ideas about what this piece of music conjures up for you. Be specific about settings, events, people, weather, etc.?

This website may be of use: <https://www.youtube.com/watch?v=9KYJOLM8>



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Activity 9: Researching into the Social and Historical Background

Create an A4 page of notes about background information that will help you to understand the novel. You must not cut and paste, and make sure you use your own words. You must be able to explain your notes, so ensure that it makes sense to you.

Audience: Other GCSE students. Your work may be photocopied and shared with other students.

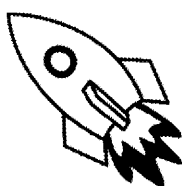
Purpose: To learn more about the background to the novel

Layout: A help sheet – so this could include subheadings, images, a glossary, text boxes, etc. It must be clear and easy to read, and also it must be correct and relevant!

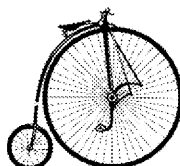
How to go about it? Use the internet or the library. Gather all of your information about the background to the novel. Highlight the most relevant points. Look up any words that you don't understand.

Choose **two** topics from the list below to research:

- Timeline of space exploration



- Victorian inventions

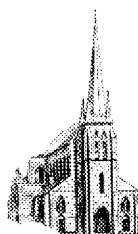


- Life in the Victorian era – what was society like? Think about social class, gender, religion, education, etc.

- Science fiction in the Victorian era



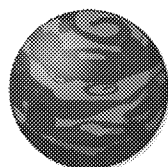
- Victorian values and beliefs



- London in the Victorian era



- Voyages to Mars



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Activity 10: Orson Welles and *The War of the Worlds*

From its immediate publication, *The War of the Worlds* was a success. It and many other versions of the story came into being.

Since then, the story has continued to be well liked and it has inspired a musical, graphic novels, video games, TV series and feature films such as the 2005 version by Steven Spielberg starring Tom Cruise (although a lot of the narrative has been adapted for this Hollywood version!) The novel has also **induced** many other authors to create their own sequels to the story. In 1998 in Woking, London, which is one of the locations in the novel, a metallic sculpture of an alien has even been instated in the high street!



However, the most famous adaptation of H G Wells' novel is the 1938 radio broadcast narrated and directed by the film star, Orson Welles on October 30, 1938. The broadcast consisted of news bulletins announcing an alien **influx**. As people listened, they became convinced that an alien attack was happening. There were no adverts during the broadcast making it seem more **palpable**. Welles had also **transposed** Wells' setting to New York, making it more **disquieting** for the audience.

There was a media **furor** as people panicked and believed that the Earth was under attack. There was pressure to end the show. Policemen stormed into the studio and the broadcast was still on air, and demanded that an announcement was made to reassure the public that they were hearing was only a **fabrication**.

The real effects of the media panic are hard to **ascertain**. It is worth remembering the context: Americans were used to listening out for news about Hitler and the news so there was already underlying tension. There are apparent parallels with modern panics: collapsing, stampedes, mass evacuations of towns, and even suicides. Orson Welles came under immense pressure to apologise and they were criticised greatly. It was claimed that they had purposely deceived the public.

1. Give a definition of the underlined words.

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2. Discuss the 1938 radio broadcast. Do you think anything like this could happen today? Consider the role of fake news in society today.

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3. Listen to some of the broadcast. How did you feel listening to it?
<https://www.youtube.com/watch?v=Xs0K4ApWI4g>



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Activity 11: What Do These Words Mean?

- Working in twos, label yourselves A and B. Person A needs to read out words without looking, has to spell them out. Swap roles for words 11–20.
- Complete the definitions for these words, using a dictionary, the internet or a clear definition in your own words.
- Finally, can you place the word into a sentence, such as *'When I was in my E suddenly confessed to being an **extraterrestrial!**'*

		Definition	Pl
1	extraterrestrial		
2	Martian		
3	science fiction		
4	first-person narrative		
5	narrator		
6	protagonist		
7	naivety		
8	awe		
9	humanity		
10	superiority		
11	inferiority		
12	overthrow		
13	conquer		
14	annihilation		
15	apocalyptic		
16	hysteria		
17	civilisation		
18	ululation		
19	antagonist		
20	estrangement		

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Activity 12: Descriptive Writing Task

Your task is to write a descriptive piece that describes the after-effects of an alien invasion.

You need to include:

- Descriptive techniques – such as sensory language, similes, metaphors and personification
 - Different sentences – such as a variety of sentence lengths, a mixture of sentence types (simple, compound, complex) and a range of sentence functions (e.g. declarative, exclamatory, imperative).
 - Varied punctuation – such as semicolons, ellipsis, colons, hyphens and exclamation marks.
1. With a partner, plan under the following subheadings. Which techniques, sentence types and punctuation will YOU aim to use today?

Descriptive techniques	Different sentences

2. Now, plan some of the content. Can you think of 10 things that you may see on the Earth?

3. Finally, get writing!



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Activity 13: Understanding the Titles

Think about the book title.

1. What can you predict about the book from its title?

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2. What kind of mood is created from this title?

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Scan through the chapter titles, and then answer the following questions.

3. How would you describe the style of the titles?

Factual	Emotional	Mysterious	Informative
Formal	Friendly	Ambiguous	Clear

4. Why do you think Wells chose his titles to be like this? What is the effect upon the reader?

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5. Why do you think there are so many chapters? What effect does this have?

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6. Imagine the story without any chapters. How would it be different? What does this do to the narrative?

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7. Choose one of the chapter titles to carry out close analysis on. What are the title? What do you predict will happen in that chapter?

For example:

Chapter 12 'What I Saw of the Destruction of Weybridge and Shepperton'

- First person account ('I') means that the person writing this chapter witnessed the destruction.
- Past tense ('saw') suggests that the narrator has survived, the event has passed. We expect emotions of fear/trepidation/anger if the narrator was actually there.
- The word 'destruction' makes us expect violence and also we may expect ruined buildings and a changed landscape, displaced people or bodies. We may wonder how the towns were destroyed.
- The place names 'Weybridge and Shepperton' tell us it is in a real location. This seems more realistic and as if it actually happened. The fact that there were specific place names suggests that the destruction was ongoing and widespread, rather than a one-off event.

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8. How do the book's chapter titles link to the sci-fi genre?

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Activity 15: Humans V Aliens

1. During, or after, reading the first three chapters, complete the grid below with notes on the strengths of the competitors provided in the text. You need to include quotations/summaries from the text.

Human Strengths	Human Weaknesses
Alien Strengths	Alien Weaknesses

2. At this stage, which competitor do you think stands the best chance of winning?

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3. Using a football analogy, what do you predict the score would be in a match?

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Activity 16: Key Quotations

Quotation	Analysis
<i>'this world was being watched keenly and closely by intelligences greater than man's' (p. 7)</i>	
<i>Men were 'serene in their assurance of their empire over matter.' (p. 7)</i>	
<i>The Martians 'slowly and surely drew their plans against us.' (p. 7)</i>	
<i>They have 'instruments and intelligences such as we have scarcely dreamed of' (p. 8)</i>	
<i>'And we men, the creatures who inhabit this earth, must be to them at least as alien and lowly as are the monkeys and lemurs to us.' (p. 8)</i>	
<i>'And before we judge of them too harshly we must remember what ruthless and utter destruction our own species has wrought.' (p. 9)</i>	
<i>'the world went in ignorance of one of the gravest dangers that ever threatened the human race.' (p. 10)</i>	

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Quotation	Analysis
<p><i>The missiles were being sent 'hour by hour and day by day, nearer and nearer.'</i> (p. 12)</p>	
<p><i>'An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction.'</i> (p. 13)</p>	
<p><i>'The cylinder was artificial – hollow – with an end that screwed out! Something within the cylinder was unscrewing the top!'</i> (p. 15)</p>	
<p><i>'I fancy the popular expectation of a heap of charred corpses was disappointed at this inanimate bulk.'</i> (p. 17)</p>	
<p><i>“Extraterrestrial” had no meaning for most of the on-lookers.'</i> (p. 18)</p>	
<p><i>'The growing crowd, he said, was becoming a serious impediment to their excavations, especially the boys.'</i> (p. 19)</p>	
<p><i>'and it was possible that the faint sounds we heard represented a noisy tumult in the interior.'</i> (p. 19)</p>	

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Activity 17: The Cylinder Arrives!

In Chapter 3, we are told that the 'early editions of the evening papers had startling headlines: A MESSAGE RECEIVED FROM MARS. REMARKABLE STORY FROM WOKINGHAM. The public interest in the cylinder with more and more visitors rushing to the common to see it.

Your task: You're a reporter who goes to the common to investigate the story. Complete the notes that you made during your visit. Use the subheadings to help you. You will need to refer to chapters 2 and 3 to help you.

🔗 **Extension 1:** Draw and label a picture of the cylinder at Horsell Common

🔗 **Extension 2:** Write up your notes into a full newspaper report. You already have a plan for this.

Topic	Notes – look in the text to find out the answers
Approximate time of arrival of the cylinder on the common	
Description of cylinder – visual	
Description of cylinder – sounds	
Description of cylinder – impact on environment	
Information about Ogilvy – Who is he? What did he first think the Thing was? What does he believe now? What is he doing? Who is he working with?	
Information about Henderson – Who is he? How is he involved?	
Description of other people at the scene – What are they doing? What is the general mood? Why have people gone there?	
Any other useful information	

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Chapters 4–6

Activity 18: The Cylinder Opens (Chapter 4)

Answer the questions below by referring closely to the chapter. Use quotations in your answers.

1. What time of day is it when the cylinder opens? Why do you think Wells chooses this time? What mood is created?

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2. Look closely at the dialogue at the start of this chapter. How are these pieces of dialogue tense? Think about sentence length, type and word choice.

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3. One onlooker at the scene, a shopkeeper, had been pushed into the pit. What does this tell you about human behaviour?

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4. How do the humans react to seeing the Thing? Try to find three or four different reactions.

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5. Which animal is the size of the Thing compared to? What other connotations does this have?

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6. The narrator describes the Martian in a lot of detail. Write a brief summary of what the alien looks like.

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7. The Thing is described as having a ‘Gorgon group of tentacles’ (p. 22). What effect does it have?

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8. What is the main reaction that the narrator feels after looking closely at the

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9. Choose three words or phrases that tell us that the narrator is terrified as he

.....
.....
.....

10. The shopkeeper is mentioned again towards the end of the chapter. How do you think has happened to him?

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11. What effect is created by saying that ‘Everything was then quite invisible, hidden in a heap of sand’ (p. 22)? Explain your answer.

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12. At the end of the chapter, why are people standing ‘in ditches, behind bushes’ (p. 22)? What are they doing, and what is the mood?

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Activity 19: An Extract from Chapter 4

'But, looking, I presently saw something stirring within the shadow movements, one above another, and then two luminous discs - like

'Then something resembling a little grey snake, about the thickness of a finger, came writhing up out of the writhing middle, and wriggled in the air towards me -

'A big greyish rounded bulk, the size, perhaps, of a bear, was rising from the cylinder. As it bulged up and caught the light, it glistened like

'There was a mouth under the eyes, the lipless brim of which quivered and dropped saliva.'

'Above all, the extraordinary intensity of the immense eyes - were almost inhuman, crippled and monstrous.'

'There was something fungoid in the oily brown skin, something in the quality of the tedious movements unspeakably nasty.'

'Even at this first encounter, this first glimpse, I was overcome with

1. Look at the underlined quotations – can you explore their effect fully? Focus on the words, and aim to mention any subject terminology that is used.

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2. Underline other images that Wells uses to compare the aliens to.
3. Write an analytical paragraph focusing on how H G Wells presents the Martians.

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Activity 20: Things Begin to Heat Up! (Chapter 5)

A number of quotations have been selected from this chapter. Fill in the final column references, and use the questions there to help you.

1	<i>'a kind of fascination paralysed my actions'</i> (p. 24)	How is the narrator feeling here?
2	<i>'I remained standing knee-deep in the heather'</i> (p. 24)	There are many references to the natural world. How does the narrator describe the weather, and nature, so clearly? What contrast with?
3	<i>'I was a battleground of fear and curiosity.'</i> (p. 24)	What does this metaphor show us about how the narrator is feeling?
4	<i>'thin black whips, like the arms of an octopus, flashed across the sunset.'</i> (p. 24)	What is the effect of the imagery here – can you explain it? Consider again why the sunset has been mentioned.
5	<i>'What could be going on there?'</i> (p. 24)	What is the effect of this being a question? How does it help the reader?
6	<i>'What ugly brutes!'</i> (p. 24)	Explain the effect of the word choice here. Why is one word in italics?
7	<i>'He repeated this over and over again.'</i> (p. 24)	Why is the neighbour just repeating the same phrase?

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8	<i>'deriving, I fancy, a certain comfort in one another's company.'</i> (p. 24)	What does this quotation mean? What does this tell us about how the narrator, and many of the other humans, are feeling?
9	<i>'it had been resolved to show them, by approaching them with signals, that we too were intelligent.'</i> (p. 25)	Can you pick up on a certain tone here? Do you think Deputation has a good idea?
10	<i>'It was as if each man were suddenly and momentarily turned to fire.'</i> (p. 26)	What is happening here? What does the word capabilities?
11	<i>'All this had happened with such swiftness that I had stood motionless, dumbfounded and dazzled by the flashes of light.'</i> (p. 27)	How does the narrator feel here, and why?
12	<i>'Such an extraordinary effect in unmanning me it had that I ran weeping silently as a child might do.'</i> (p. 27)	Comment on the effect of the simile in this quotation and why?
13	<i>'I remember I felt an extraordinary persuasion that I was being played with'</i> (p. 27)	Compare this quotation with the one above – why? Why do you think the narrator feels that the aliens?

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Activity 21: Quick Fire Questions (Chapter 6)

Scan through the chapter and find the answers to the following questions. Each phrase.

1	Which two words are used to describe how the Martians kill men?	
2	How many people had been killed by the Martians?	
3	What happened to the common from Horsell to Maybury that night?	
4	Which two words are used to describe the event?	
5	Who had Henderson sent a message to?	
6	How do people feel when they go to the common?	
7	What had happened at half past eight?	
8	How many people had been on the common at half past eight?	
9	Why were there policemen there?	
10	Who had Stent and Ogilvy asked for help from?	
11	How many puffs of green smoke were seen when the Deputation was killed?	
11	What metaphor is used to describe how the heat ray works? (Clue: It is a part of the body)	
12	What did the beam do to the gable of the house on the corner? Choose three verbs.	
13	When the trees caught fire, which two sounds were made?	
14	Which two things fell into the road?	
15	Name two things that caught fire.	
16	How do we know that the policeman is terrified?	
17	What does a woman in the crowd shout?	
18	Where does everyone want to flee to?	

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Chapters 7–9

Activity 22: Imagery in Chapter 7

Four quotations have been selected from this chapter that create a strong image.

- Carefully read each quotation and then sketch an accompanying illustration.
- Decide whether the quotation is a simile or metaphor.
- Finally, discuss the effect of the quotation.

Quotation 1: <i>'that pitiless sword of heat seemed whirling to and fro'</i> (p. 31)	Quotation 2: <i>'My tea-garden'</i>
Image:	Image:
Simile or metaphor?	Simile or metaphor?
Effect:	Effect:

Quotation 3: <i>'Over the Maybury arch a train... a long caterpillar of lighted windows, went flying south.'</i> (p. 32)	Quotation 4: <i>'His own lead'</i>
Image:	Image:
Simile or metaphor?	Simile or metaphor?
Effect:	Effect:

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Activity 23: Mood Changes in Chapter 7

When in the chapter? These events are all in chronological order, so simply track through the chapter.	How would you describe his mood? What is he thinking and feeling?	C
1. At the start of the chapter, when he is fleeing from the heat ray		
2. Near the bridge that crosses the canal by the gasworks		
3. After he wakes up		
4. When he begins walking up the bridge		
5. When he sees the train		
6. When he talks to the people at the gasworks		
7. When he talks to his wife at the dinner table		
8. When he realises how frightened his wife is		
9. When he'd eaten food and drunk wine towards the end of the evening		

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Activity 24: Chapters 7–9

Chapter 7

1. How does the narrator's wife feel when she discovers what has happened?

.....
.....

2. The narrator does not think the Martians will cause too much harm. Why not?

.....
.....

3. Look at the last paragraph. What technique has been used and why?

.....
.....

Chapter 8

1. Are the humans worried about the future? Are they behaving any differently?

.....
.....

2. Can you find a simile that Wells uses to describe how the Martians attack the humans? Which one is used?

.....
.....

Chapter 9

1. Who have been drafted in and why?

.....
.....

2. Are the Martians being noisy or quiet? Describe their behaviour.

.....
.....

3. What do the narrator and his wife decide to do, and why?

.....
.....

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Activity 25: How are the Martians Destroying the Earth? (Chapter 20)

As the narrator and his wife flee Woking, H G Wells provides us with a vivid picture of a landscape already affected by the Martians.

Read the penultimate paragraph in this chapter. It begins 'In front was a quiet sunlit landscape ahead on either side of the road, and the Maybury Inn with its swinging sign...' and ends 'The Martians were setting fire to everything within range of their Heat-Ray.'

Using this paragraph, you are going to sketch two pictures to compare the landscape before and after the destruction has begun. You will need a blank sheet of paper. How do you think you will know what to draw? Use the table below to gather quotations from the text. For each quotation, write down the quotation and then, in the second column, write down what you will draw. Use the quotations, turn these into pictures.

1. On one half of your page draw the countryside that is in front of the narrator and his wife before the Martians arrive. Think about how Wells describes this.

Write down some of the things you will draw below.

2. On the other half of your page, draw what the narrator can see as he looks back at the countryside after the Martians have already started to do to Earth. What is Wells trying to emphasise?

Write down some of the things you will draw below.

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Activity 26: Ambitious Words

Task: You need to use a thesaurus / a dictionary / your brain to come up with five words that are connected to the story somehow.

For example, you might think that the novel is full of destruction. We know the word 'annihilation' means complete destruction. Can you find a more advanced alternative? How about annihilation? Carnage? Massacre?

	Word	Meaning	How do you use it?
Example:	<i>Carnage</i>	<i>Complete destruction and chaos</i>	<i>Since landing on Mars, the humans started to obliterate the planet. The war is setting land on fire. They are able to annihilate the human race.</i>
1			
2			
3			
4			
5			

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Activity 27: *The War of the Worlds*... What Have You Understood?

	Question	Answer
1	Which historical era is the book set in?	
2	What is the narrator's name?	
3	What is the name of the common where the first cylinder lands?	
4	What three colours are used by Wells frequently?	
5	Spell correctly two other synonyms for the word 'alien'.	a)
		b)
6	Who is Ogilvy?	
7	What happens to the Deputation?	
8	Describe what the aliens look like? Give three details. Quotations would be good!	a)
		b)
		c)
9	What is the planet Mars associated with in Greek/Roman mythology?	
10	What does 'pathetic fallacy' mean?	
11	Who lives in Leatherhead?	
12	How are humans presented in the story?	
13	Give three pieces of information about the tripods.	a)
		b)
		c)
14	Why is it hard for the aliens to move on Earth?	
15	Why does Wells compare humans to animals a lot in the story?	

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Chapter 10

Activity 28: GCSE Assessment Support: Chapter 10

Read the extract below taken from Chapter 10 (p. 46). This is where the narrator

At first I regarded little but the road before me, and then abruptly my eye was arrested by something that was moving rapidly down the opposite slope of the mountain. I took it for the wet roof of a house, but one flash following another showed a rolling movement. It was an elusive vision – a moment of bewildering beauty. In a flash like daylight, the red masses of the Orphanage near the crest of the pine trees, and this problematical object came out clear and sharp.

And this Thing I saw! How can I describe it? A monstrous tripod, higher than the tallest of the young pine trees, and striding over them in its career of destruction. Its glittering metal, striding now across the heather; articulate ropes of steel; the clattering tumult of its passage mingling with the riot of the thunder; the vividly, heeling over one way with two feet in the air, to vanish and reappear. It seemed, with the next flash, a hundred yards nearer. Can you imagine a great wheel and bowled violently along the ground? That was the impression those who saw it. Instead of a milking stool imagine it a great body of machinery on a tripod.

Highlight and annotate your answers to the following:

Paragraph 1

1. Locate one word that tells us how the narrator felt when he saw the tripod.

.....

2. Find two words/phrases that show how the tripod moves.

.....

3. Find a quotation that shows the narrator is confused about what he is seeing.

.....

Paragraph 2

1. Find a quotation that shows the narrator cannot believe what he is seeing.

.....

2. How big is the tripod?

.....

3. What is the tripod made from? Find two short quotations.

.....

4. What noise does it make? Find one word.

.....

5. Is the tripod a calm and gentle machine, or not? Find a quote to prove what you think.

.....

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Activity 29: GCSE Assessment Support: Chapter 10

This word means associations.

In the table below you have been given a one word quotation from Chapter 10, which witnesses the alien tripod for the first time. You need to think of at least five con

Context	Word	Your connect
The narrator uses this word to describe the tripod.	'Monstrous'	
This is the noise the tripod makes as it moves.	'Clattering'	
This word describes what the tripod did to trees and other obstacles in its path.	'Flung'	
Through the countryside, the tripod was...	'Striding'	
After seeing the tripod, the narrator is...	'Shivering'	

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Activity 30: GCSE Assessment Support: Chapter 10

Question: Write about how the tripod is presented as frightening in the extract

Planning:

Point	Short quotation	Techniques used?

Techniques could be:

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Activity 31: GCSE Assessment Support: Chapter 10

Question: Write about how the tripod is presented as frightening in the extract

Sentence Starters...

- H G Wells presents/describes...
- This word/phrase/quotation suggests/implies/shows...
- This is an important quotation because...
- The reader feels...
- The author chooses to present... as...
- By using this technique, H G Wells creates...

Example paragraph:

Can you think of why this is a successful paragraph?

Firstly, the tripod is presented as frightening because the narrator doesn't know what it is, which creates mystery and fear as he is trying to work out what he is seeing. The fact that the object's appearance heightens how strange and unusual the sight must be as it is so different from anything the narrator sounds terrified when he says 'And this Thing I saw!'. The word 'Thing' emphasizes to the reader that the narrator did not have any idea what the tripod was. He is writing in the science fiction genre, as the tripod appears otherworldly and something that is not natural. The quotation ends with an exclamation mark too, which shows us how shocked and surprised the reader feel as if the narrator is speechless, and cannot put into words what he is seeing. There is a lot of adrenaline pumping and he is unable to articulate exactly what he is seeing, which creates a fearful atmosphere here as the reader is in the same position as the narrator. We see through the narrator's eyes as it is a first person narrative. This means when the

Possible Points:

- The narrator doesn't know what the tripod is to begin with.
- The storm and the lightning make it difficult to see.
- The tripod makes worrying and frightening sounds.
- The tripod moves closer and closer.
- It has a violent and aggressive movement.
- It looks metallic and unnatural.
- He's never seen anything like it before.
- It is a complete contrast to the beauty of the countryside.

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Chapters 1–10

Activity 32: Animal Imagery/References

Look at the four quotations provided below that all include animal imagery. First means and try and identify subject terminology that has been employed. Finally, quotation makes you imagine – use the connotations of the word to help you.

<p>1. <i>'And we, the creatures who inhabit this earth, must be to them at least as alien and lowly as are the monkeys and lemurs to us.'</i> (p. 8)</p>	<p>2. <i>'They must have been sheep.'</i> (p. 30)</p>
<p>What does this quotation mean? Any techniques used?</p>	<p>What does this quotation mean? Any techniques used?</p>
<p>Draw an image here:</p>	<p>Draw an image here:</p>
<p>3. <i>'we must remember what ruthless and utter destruction our own species has wrought [...] [on] the vanished bison and the dodo.'</i> (p. 9)</p>	<p>4. <i>'The Martians too advanced as we shall be.'</i> (p. 40)</p>
<p>What does this quotation mean? Any techniques used?</p>	<p>What does this quotation mean? Any techniques used?</p>
<p>Draw an image here:</p>	<p>Draw an image here:</p>

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Activity 33: Plot (Chapters 1–10)

Cut out and stick these events in order.

<p>A third cylinder lands.</p>	<p>On Saturday fire at the Mart retaliate w</p>
<p>The narrator flees the scene and reaches home where he tells his wife about what he has witnessed over dinner.</p>	<p>The narrator body of the l he rea</p>
<p>The narrator witnesses two tripods and is terrified at about 11pm.</p>	<p>The narrator b cart from</p>
<p>A second cylinder lands on Friday night (midnight).</p>	<p>At dawn, the goes to invest it is a</p>
<p>News spreads and a crowd of people excitedly gather round the pit. A man falls in.</p>	<p>That evening cylinder open co</p>
<p>The first cylinder lands on Horsell Common.</p>	<p>The Martians and use the Deputation a</p>
<p>The narrator and his wife decide to leave Woking for Leatherhead.</p>	<p>The narrator r he wants to being</p>
<p>A deputation, made up of Stent, Ogilvy and Henderson, go to visit the Martians in peace.</p>	<p>Humans panic crush</p>

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Activity 34: Creative Tasks

Choose **one** of the creative writing tasks below.

- a) Imagine you are the narrator. After arriving back home in Woking, you decide about what you encountered on the way home. You need to mention the strange horse, seeing the tripods and discovering the dead body of the landlord.
- b) Imagine you are a Martian. Write about how you landed on Earth, what you see and how you feel about the humans.
- c) Write a letter to H G Wells in which you give your opinions on the book so far about the Martians and the humans, and your predictions about how the story will end.
- d) Write a script of the conversation between Ogilvy and the narrator when Ogilvy first lands and what is happening.
- e) Create a front page newspaper report about the sighting of the tripods. Include a sensational headline.
- f) Draw and label a picture of the tripod when the narrator first views it in Chapter 1. Use the text to support your illustration.
- g) Imagine you are the prime minister. Write a speech in which you explain to the public what the implications are and any plans for the future.

In your piece of writing, aim to include a range of techniques like H G Wells used. List the techniques below as you include them:

<i>pathetic fallacy</i>	<i>short sentences</i>	<i>exclamatory sentences</i>
<i>metaphors</i>	<i>personification</i>	<i>repetition</i>
<i>contrast/juxtaposition</i>	<i>adverbs</i>	<i>dynamic verbs</i>

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Chapters 11–13

Activity 35: The Artilleryman (Chapter 11)

Key words to describe our predictions/expectations of this character:

What does the word 'artilleryman' actually mean?

Synonym

Page 52 – Where does the narrator first see the artilleryman and what is he doing?

What does he typically say?

The Artilleryman
Draw picture here:

Page 52 – What is he wearing? What does this suggest? Remember the Victorian context.

Pages 53–54 – Summarise his alien encounter.

Key words to describe this character:

Page 54 – How does he feel after telling his story?

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Activity 36: Who Said It? (Chapter 12)

	This is said by...	They are speaking to...	W
1. <i>'It's no kindness to the right sort of wife [...] to make her a widow.'</i> (p. 56)			
2. <i>'Giants in armour, sir.'</i> (p. 58)			
3. <i>'Do you know what's over there?'</i> (p. 59)			
4. <i>'What's that?'</i> (p. 61)			
5. <i>'The sojers'll stop 'em'</i> (p. 61)			
6. <i>'Get under water!'</i> (p. 62)			
7. <i>'Hit!'</i> (p. 63)			

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Activity 37: Compare How the Humans and the Martians are Perceived

1. Sort the quotations below into two groups – are they describing the humans or the Martians from page 65.

<i>'dumbfounded'</i>	<i>'clangorous din'</i>	<i>'colossal figures'</i>	<i>'hopeless of'</i>
<i>'like little frogs hurrying through grass'</i>	<i>'running to and fro in utter dismay'</i>	<i>'white flashes'</i>	<i>'strange, terrible'</i>
<i>'licking off the people who ran this way and that'</i>	<i>'It swept across the river'</i>	<i>'scalded, half blinded, agonised'</i>	<i>'staggered, leaping, hissing towards the'</i>

Quotations to describe humans	Quotations to describe Martians

2. Once you have both boxes filled in, look at what the quotations have in common. How does Wells have juxtaposed the Martians and the humans in this way?

.....

.....

3. Choose either the humans or the Martians, and write an analytical paragraph about them in this dramatic chapter.

.....

.....

.....

.....

.....

4. Finally, choose three key, ambitious words to describe the two sides in this chapter. Write them in the boxes below.

The humans are shown to be:

--	--	--

The extraterrestrials are presented as:

--	--	--

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Activity 38: We Meet the Curate (Chapter 13)

A curate is a religious man who works within the church assisting a vicar or parish priest.

1. During, or after reading this chapter, make notes and add quotations about these three headings:

Appearance – how does he look and what is he doing?	Personality – how does he feel and behave?

2. What could Wells be suggesting about the role of religion in Victorian society?

.....

.....

.....

3. Is the curate what you expected? Why or why not?

.....

.....

.....

4. What do the following quotations suggest about the relationship between the

	What does this show?
<i>'You must keep your head. There is still hope.'</i> (Narrator) (p. 70)	
<i>'Be a man!'</i> (Narrator) (p. 71)	
<i>'What is that flicker in the sky?'</i> (Curate) (p. 71)	

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Chapters 14–17

Activity 39: GCSE Assessment Support: Chapter 14

You are going to answer the above question... let's get planning!

Re-read the story from the sentence: 'His room was an attic and as he thrust his head out there were a dozen echoes to the noise of his window sash, and heads in every keyhole' (p. 80) until the end of the chapter on page 83.

1. Use the boxes below to bullet point what is happening in the extract. The first one is done for you.
2. Next, decide which of these events you will choose to write about in your answer. Highlight your best points. Some of your points could be combined.

The narrator's brother (in London) looks out of his attic window to investigate what is happening.
A policeman is waking people up and telling them the Martians are coming.
Soldiers are drumming and trumpeting.
Church bells are ringing.

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Activity 40: GCSE Assessment Support: Chapter 14

Question: How are fear and terror presented in Chapter 14?

Planning:

Point	Short quotation	Technique/s used? (Try and use a variety)

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Activity 41: GCSE Assessment Support: Chapter 14

Below are two sample responses to the Chapter 14 assessment task.

Annotate each paragraph. Look out for:

- clear point
- short embedded quotation
- link to the question
- link to context
- link to characters/plot/themes
- link to the effect of language
- link to the effect of structure
- understanding the writer's purpose
- understanding the effect on the reader

Student A:

Fear and terror are presented in the extract by the use of disturbing noises. In Chapter 14, there is a realisation that the Martians are coming to London. The policemen are described as 'hammering' on doors to encourage people to move. The use of this dynamic verb makes the reader imagine a loud, deafening noise. The word makes you feel as if the policemen are being very urgent and that they have little time and this creates tension and danger because the reader feels they must escape quickly as the Martians will be arriving in London soon. H G Wells makes it clear that there is a real sense of panic, and he emphasises how the usual midnight environment is completely changed by the violent, loud noises. The way to wake up, and Wells makes it clear again that the humans are in a panic, we are the ones on the run and in a blind panic. The Martians are terrifying, we have to move quickly, and we don't even have time to think.

Student B:

Fear and terror are presented in Chapter 14 because Wells shows that everyone is scared. We are told that the Commander-in-Chief of the army says 'it is impossible to stop them'. This news is spread to everyone in London that the army would be very terrifying for people because the army is meant to be in control. At times especially, the army were very trusted and important so if they're scared, it must be.

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Activity 42: Chapter 15

Use the book to help you find the answers and fill in the blanks. Each letter signifi-
you'll know where to look for your answers.

A (p. 84) Three tripods come out of the pit about _____ and
They communicate with each other by using _____
military men. The first group are the Ripley gunners but these men
up _____ away.

B (p. 85) The Martians then face some men who are more experienced: the S
men manage to _____ one of the Martians and smash one of its
the other Martians use their _____ to destroy

For the next half hour, the Martians _____
time to plan their strategy. Maybe they are surprised at being hit. The
been hit _____ out and carries out repairs to fix his tripod

Next, _____ other Martians join them. They all carry a _____
and they hand out tubes to the original three Martians too. They sp
_____ shape.

C (p. 86) The _____ decides to start running off, but the narrator know
so he hides in a _____ by the side of the road. The _____
following him, so he turns back and joins the narrator instead.

The Martians stand waiting. Facing them are the humans with their

As the narrator watches, he tries to work out how much the Martians
that humans can be _____ and work together? Or did they thi
disturbed _____?

D (p. 87) The Martians begin to discharge their tubes. The narrator is very _____
pokes his head out to have a look. The curate and the narrator don't
or what was in the tubes.

E (p. 88) The narrator then looks more closely and notices that there are little
wonders what they are. (The word kopjes is used to describe them)

It is very quiet, and the Martians start _____ to each other.

The humans have still not done anything or fired anything!

Looking back, the narrator is able to work out what had happened.
actually cloudy and black. The Martians have actually been releasing
of _____.

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It was described as being heavy and inky. It went _____
 _____ that started to spread around the country. Anyone
 in would _____.

It started to flow down the hills and into valleys and ditches. When
 _____ reaction occurred. Scum appeared on the top of the
 _____ to the bottom.

F (p. 89) Eventually, it _____ with the mist and moisture in the air
 and went to the floor.

The narrator tells us that it's still _____ what the substance

The black smoke didn't move high up – it stayed close to the ground
 would be possible to escape it.

There was a man who stayed at the top of a church _____
 in order to survive.

Normally the Martians got rid of the black smoke by spurting _____
 people.

The narrator and the curate go to a deserted _____ to watch
 o'clock the windows started to _____ and the guns started
 _____ minutes the humans fired what are described as '_____
 were not in control at all.

Next, the _____ cylinder fell from the sky... more bad news!

G (p. 90) The Martians start to move and they spray the gas all over the London
 tell if there were any guns or not, they would release _____ just to
 guns, they would just use their _____.

By _____, there was a picture of destruction. The trees
 was _____ smoke everywhere.

The Martians did not _____ the heat ray that night. They
 definitely been taught a lesson. After this, no group of _____
 challenge the Martians as mankind realised that there was no point

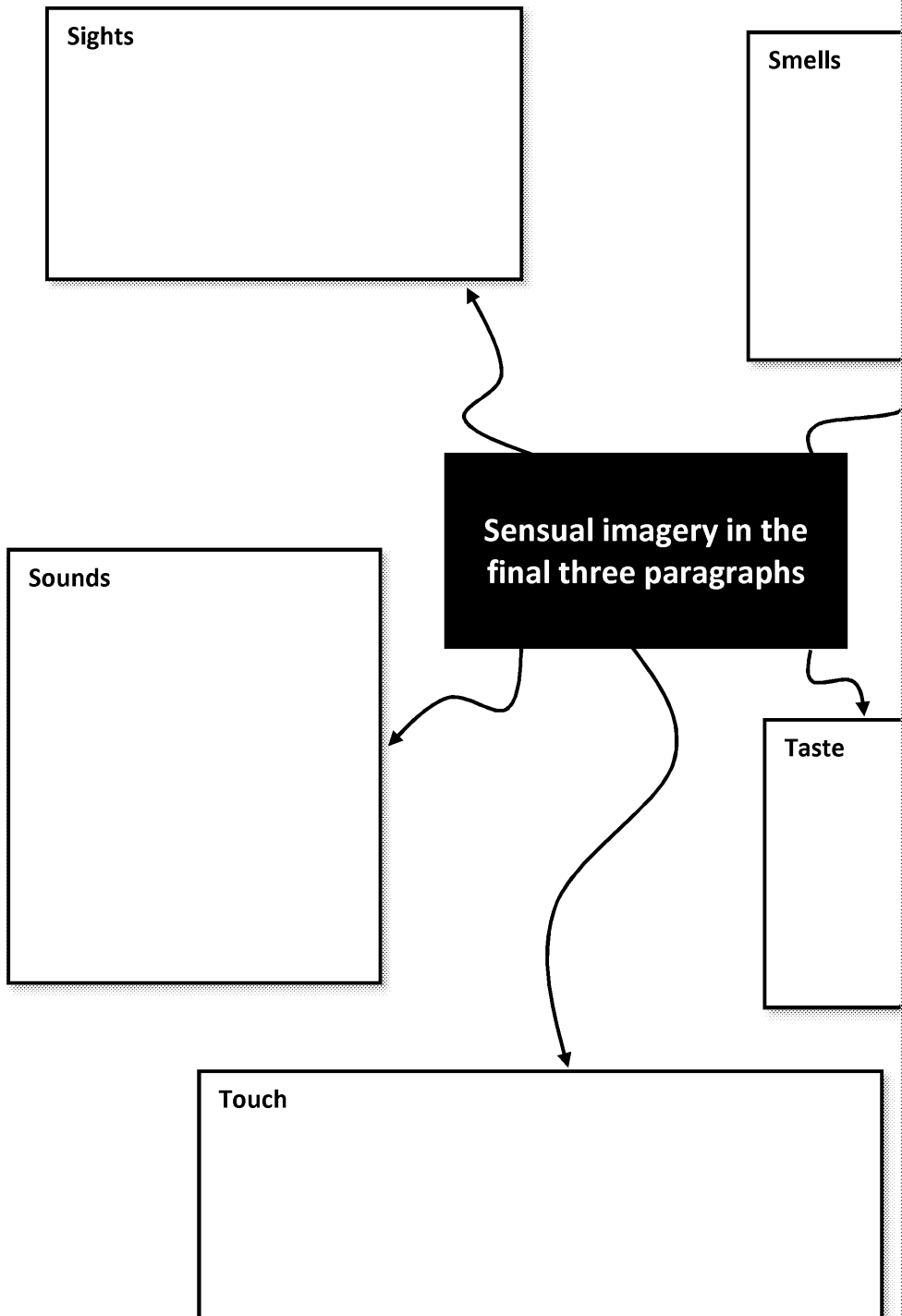
H (p. 91) The chapter ends with the black smoke arriving in _____
 they need to _____... quickly! This links the story back
 _____.

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Activity 43: Wells' Use of Sensual Language (Chapter 15)

Reread the final three paragraphs of this chapter, and select examples of the senses that emphasise the Martian's power, superiority and violence. Feel free to use inference.



✦ Extension:

What do you notice about the sentence structures used? What effect is created?

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Activity 44: Chapter 16

In this dramatic and fast-paced chapter, Wells uses many repeated and layered images to describe the struggle of mankind. As you are reading this chapter, make a list of key quotations.

Topic	Key Quotations
Images of violence <ul style="list-style-type: none">Locate any examples of conflict	
The Narrator's brother as a 'hero' <ul style="list-style-type: none">Think about how this character is presented as a good and protective man	
Metaphor of comparing the London refugees with water <ul style="list-style-type: none">Look out for words/phrases that emphasise the sheer number of humans	
Images of suffering <ul style="list-style-type: none">How are humans and animals presented?	
Mrs and Miss Elphinstone <ul style="list-style-type: none">How are they portrayed?What do they do and how do they act?	

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Activity 45: Snapshots of Humanity (Chapter 16)

After reading this chapter, select three key images that represent the suffering, of
Underneath your image, choose a fitting quotation from the book and explain how
humanity by using this example. *Imagine you're a photojournalist trying to get the*

Image 1

Quotation:

How is humanity presented here?

Image 2

Quotation:

How is humanity presented here?

Image 3

Quotation:

How is humanity presented here?

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Activity 46: Chapter 17

1. Re-read the first paragraph. What is happening and how are humans presented as being selected to assist you.

'Never before in the history of the world had such a mass of human beings been selected to assist you. It was a stampede – a stampede gigantic and terrible – without order and without aim.'

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2. The narrator's brother along with Mrs and Miss Elphinstone manage to reach the ships and ships crowding the harbour. How does he feel once he is on board a ship and how are the sailors treating the refugees? A quotation is provided which may help you.

'There was food aboard, albeit at exorbitant prices' (p. 108)

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3. The Martians finally appear as people are clambering onto the ships. How does the narrator feel when he first sees them? Secondly, what do you think the Martians are trying to do and why have they been chosen to help.

'more amazed than terrified'

'They were all stalking seaward' (p. 109)

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4. The Martians are getting ready to use their poisonous gas and heat rays on the humans. Once they are launched, there is hope for the humans. Who or what comes along to save the humans?

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5. The *Thunder Child* carries on shooting at the Martians. How do the humans react? How does the mood change? There are two examples below.

'Everyone was shouting.'

'frantic cheering' (p. 111)

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6. Reread the final paragraph. Finally, the Martians retreat because of the *Thunder Child*. As they do, the narrator's brother notices something – what does it mean for the humans? How does the mood change? How does this compare to the end of Book 1 – how would you describe the mood? There are two useful quotations below.

'Something rushed up into the sky out of the greyness'

'And as it flew it rained down darkness upon the land.' (p. 112)

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Activity 47: Annotating (Chapter 17)

In this dramatic chapter, Wells begins by giving the reader an overview of the Martians. He paints a picture of destruction and mass hysteria. In your copy of the book, look for key points of this chapter. You will find all the answers here. Firstly, number each paragraph and write down the answers. Then, highlight and annotate the answers with your own explanations.

Paragraph 1:

- Find four examples of how humans are presented.
- Find one example of how the future of humanity is presented.
- How many humans are there? What are they doing?

Paragraph 2:

- What are the Martians doing to Earth?

Paragraph 3

- How are the Martians presented, and what are their plans? Find four points.

Paragraph 4

- Why are there so many steamboats and shipping boats?
- How do people react when they see the black smoke?
- Find two examples of human behaviour which is disorderly.

Paragraph 5 and 6

- Choose four key pieces of information that we are given here about the alien invasion.

Paragraph 7

- Find three examples of humans becoming desperate.
- What is happening in Birmingham?

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Whole of Book 1

Activity 48: Relationships between the Characters

The two main characters are the narrator (who represents humanity) and the alien (who represents the other; they are all the same!) In *The War of the Worlds* the characters aren't particularly well developed; we don't learn much about them, such as their physical appearance or likes or mannerisms. The narrator is the main character; he has a story to tell and therefore plot is king!

It is worth paying attention to how the narrator views the aliens throughout the book.

Task:

- Focus on the most dramatic chapters, such as chapters 4, 10 and 12, but feel free to look at other chapters if you wish.
- Look at how the narrator views the aliens, and how the aliens view the narrator, or humanity?

Chapter	How does the narrator view the aliens?	How do the aliens view the narrator, or humanity?

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Activity 49: H G Wells' style

Randomly choose two pages from throughout Book 1. (Your teacher may ask you stop, you could choose your favourite chapter, you may choose a favourite number calculation!)

Look closely at each page, and pay attention to what can be learned about Wells

Random Page No _____

What kind of sentence length does Wells tend to use the most?

.....

What kind of punctuation does Wells use the most?

.....

Does he use many proper nouns? If so, what are they of?

.....

What person is the story being told in?

.....

Are there many descriptions? If so, what of?

.....

Is there much figurative language – similes, metaphors, etc.?

.....

Are the paragraphs similar lengths?

.....

Anything else you notice about his style?

.....

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Random Page No _____

What kind of sentence length does Wells tend to use the most?

.....

What kind of punctuation does Wells use the most?

.....

Does he use many proper nouns? If so, what are they of?

.....

What person is the story being told in?

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Are there many descriptions? If so, what of?

.....
.....

Is there much figurative language – similes, metaphors, etc.?

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Are the paragraphs similar lengths?

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Anything else you notice about his style?

.....
.....

In summary, how would you describe Wells' writing style?

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Can you think of three things that typify his writing? For example, spotting the know that Wells was the author.

1.
2.
3.

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Activity 50: Structure in Book 1

What is structure? You could think about the following:

Overall structure of a book:

- Chapter order
- Chapter length
- Flashback/flash forward
- How a book starts
- How a book ends

Structure of a paragraph

- How it starts
- How it ends
- How it develops
- Shift in tense

Structure of a sentence

- Sentence length
- Punctuation

We are going to focus on structure in Book 1, and how the settings develop. We start in a localised small village, and by the end we have masses of people and the location is the capital city of London with six million inhabitants! H G Wells has 'zoomed out' and expanded to understand the danger and threat the aliens pose to humanity.

Add your own ideas to the timeline on the next page about what H G Wells may be doing by structuring his novel in this way. Some chapters have been given but add others if you think they are important.

Character/Location – think about who is involved in the chapter and the setting.

The effect of this – consider how the widening and expanding structure of the book affects the perception of the alien threat.

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Structure in Book 1

Chapter:
Character/Location:
The effect of this:

Chapter: 16
Character/Location:
The effect of this:

Chapter: 2
Character/Location:
village.
The effect of this:
rather than
There seems
atmosphere

Chapter:
Character/Location:
The effect of this:

Chapter: 1
Character/Location:
The effect of this:

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Activity 51: Analysing the Form in Book 1

AO2 requires you to analyse language, form and structure – however, it can sometimes be a bit tricky to know what form actually means!

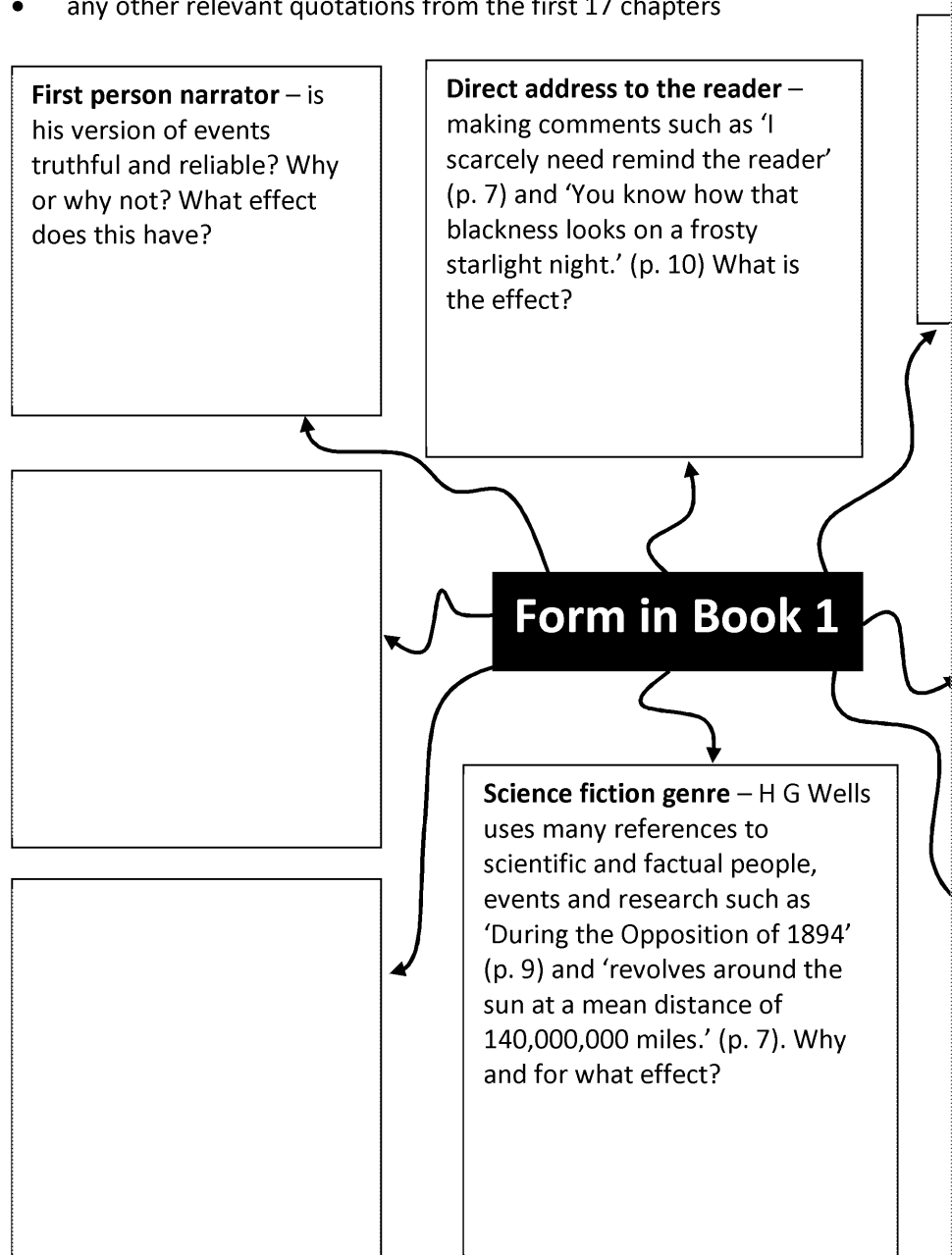
Which of these definitions would you choose?

- Form means whether the text is a novel, a play or a piece of poetry.
- Form means the way in which a text speaks to the reader, such as whether the text is written in first person or through a narrator.
- Form means whether present or past tense is used.
- Form means how the genre, such as science fiction, is used in the text.

If you were to say all of the above, then you would be correct! And of course, you also need to think about the effect of the form, too. Aim to think about Wells' overall purpose, and the impact of his form choices on the reader's decisions.

Complete the mind map below, by answering the questions. You may also wish to include:

- any notes about the effect upon the reader
- any ideas about why H G Wells' decided to use this in his novel
- any other relevant quotations from the first 17 chapters



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During Reading Activities: Book 1

Chapters 1–5

Activity 52: The Earth under the Martians

What do you predict about life on Earth now that the Martians are in charge?

- This task requires a mixture of knowledge of the story as well as creativity, but add in original ideas of your own.

Choose a task from the list below and then complete your chosen writing task. As far as you can to emulate Wells' style.

Task Title	
A	Write a story from a human point of view – describe the world around you and the way in which people are trying to survive.
B	Write a poem about the appearance of the Earth.
C	Write a monologue from a human point of view detailing how you feel about what has happened to your planet, how it compares to the past and how you view your future.
D	Draw and label a landscape picture of how the earth appears. Your labels must be detailed and still include the techniques below.
E	Write a story from a Martian's viewpoint. Describe your intentions, how you view Earth and how you are continuing to take control.
F	Your own creative idea – please specify:

Circle/tick/shade in the techniques below as you use them:

pathetic fallacy	short sentences	exclamatory sentences
metaphors	personification	repetition
contrast/juxtaposition	adverbs	dynamic verbs

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Activity 53: Making Predictions (Chapter 1)

1. If you were living in a world where Martians were in control, separated from food/water supplies, what would you do? Decide on a plan of action with a few ideas with the class.

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2. How long do you think a human could survive in this environment for? Create a plan to survive.

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3. Can you guess the following missing figures? They are all about how long humans spend on activities over the course of the average lifetime!

On average, you spend _____ year/s in the bathroom.

You spend a total of _____ days on the toilet.

Men spend _____ more minutes on the toilet than women daily!

You spend _____ year/s cooking.

You spend approximately _____ year/s eating, which is about _____ months.

You spend _____ year/s sleeping.

4. What do the differences between humans and Martians suggest about survival?

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Activity 54: 13 Quick Questions While Reading Chapter 1

1. Where are the narrator and the curate?
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2. Why does the narrator lock himself into the attic room?
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3. Who is on the narrator's mind?
.....
4. What two colours does the narrator see out of the window?
.....
5. What lesson had the artilleryman taught the narrator?
.....
6. What does the curate do in the shed? Why?
.....
7. Why does the narrator want to get on the road so much?
.....
8. What does the narrator see the Martian do to human beings?
.....
9. Why do they go looking for another house?
.....
10. What suddenly happens as they are eating in the dark?
.....
11. What do they see through a crack in the wall?
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12. What do they do next?
.....
13. What is the curate doing at the end of the chapter?
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Activity 55: An Idiot's Guide to the Martians (Chapter 2)

A: *'In the next place, wonderful as it seems in a sexual world, the Martians were absolutely without sex...'*(p. 126)

B: *'They did not digest. Instead they drank living blood and injected it into their veins.'*

C: *'To me it is quite credible that the Martians may be descended from beings not unlike ourselves, by a gradual development of brain and hands (the latter giving rise to the two bunches of delicate tentacles at last) at the expense of the rest of the body.'* (p. 127)

D: *'Their organisms are more than the heat of the sun, and they work twenty-four hours a day, as if it were the case with us.'*

E: *'A hundred diseases, all the fevers and contagions of human life, consumption, cancers, tumours and such morbidities, never enter the scheme of their life.'* (p. 128)

F: *'And I assert that I have seen four of them slugging each other most elaborately, and that the operations took place in a sound or gurgling manner.'*

G: *'Apparently the vegetable kingdom in Mars, instead of being green, has a dominant colour, is of a vivid blood-red tint. At any rate, the Martians (intentionally or accidentally) brought with them green and red-coloured growths.'* (p. 128)

1. Your teacher will assign you a quotation A – G. Spend a few moments annotating it. You will learn about the Martians, how they compare to humans and any implications.
2. Using these facts, and others from the book, create An Idiot's Guide to the Martians. You can use a textbook, website or encyclopaedia entry. Look at examples first before you start.
 - subheadings
 - facts and figures
 - illustrations
 - labelled diagrams
 - specific details

The list below may also be of use for where to find extra facts:

Appearance of the Martians	Book 1: Chapter 4	Appearance of the cylinders
Appearance of the cylinders	Book 1: Chapter 2	Heat ray and the effect

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Activity 56: Chapter 3

1. How does the narrator feel about the curate's behaviour, and why?

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2. What does the narrator end up doing to the curate, and how does he feel about it?

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3. What are the Martians making, and how would you describe the way they work?

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4. What disturbing vision do the curate and then the narrator witness through the telescope?

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5. How do the narrator and the curate differ in their feelings after seeing the heat-rays?

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6. What happens on the third day of being trapped?

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7. What makes the narrator feel more hopeful at the end of the chapter, and why?

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Activity 57: Chapter 4

The situation begins to rapidly deteriorate:

- Trapped in a house? Check
- Running out of food? Check
- Stuck with a person you can't stand? Check
- At risk of losing your life? Check
- Man-eating Martians right outside? Check

Imagine you are the narrator. Using information from this chapter, write your diary entry for Day Six. You are trapped in the house and how you feel towards your companion, the curate.

Day Six

Key Quotations:

'I was struck by a sudden thought.' (p. 136) What does he fear the curate may be doing?	'I weary but resolute' (p. 136) What is his plan?
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Day Seven

Key Quotations:

'open conflict' (p. 136) What starts to happen between the two men?	'I began to realise the curate [he] was a man insane' (p. 136) How does he feel towards you?
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Day Eight

<p><i>'He began to raise his voice – I prayed him not to.'</i> (p. 137) What does the curate want?</p>	<p><i>'he threatened he would upon us.'</i> (p. 137) How does he feel?</p>
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Day Nine

<p><i>'Shut up!'</i> (p. 138) <i>'I was fierce with fear.'</i> (p. 138) <i>'the long, metallic snake of tentacle came feeling slowly through the hole'</i> (p. 138) <i>'a heavy body was dragged'</i> (p. 139) Describe what happens between the narrator, curate and the Martian.</p>	<p><i>'I [...] felt the meat ch...</i> (p. 138) <i>'He lay still.'</i> (p. 138) <i>'I bit my hand.'</i> (p. 139) <i>'Had it gone?'</i> (p. 140)</p>
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Day Ten

<p><i>'darkness'</i> (p. 140)</p>	<p><i>'buried among coals and...</i> How is the narrator prepared for chapter?</p>
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Activity 58: Chapter 4

Find examples of different sentence types and structures in this chapter. Once you have found them, briefly explore their effect.

Exclamatory sentences

Short sentences

Imperatives

Rhetorical devices

Activity 59: Chapter 5

Task One: Can you complete the summary below? There are many possible words and phrases. Use your ambitious and exciting vocabulary!

There is a sense of _____ in this chapter, as the narrator finally gets _____ after _____ days of imprisonment. H G Wells uses that chapter as a direct _____ of the events of the previous chapters. Once outside, the narrator comments on how _____ the air _____ the day is. He is positive about the world and there is a huge sense of relief at the _____ ordeal he has been through.

The Martians appear to have completely _____. They have left behind _____, which is growing everywhere and, sadly, the _____ of human life.

Task Two: Choose **three** short quotations that you feel reflect the key qualities of this chapter. Rank them in the pyramid below, so that your best choice is at the top. Annotate around your quotations why you feel they are suitable to represent this chapter.

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Activity 60: The Last Man Left Alive?

Imagine that you are the narrator in a post-apocalyptic world. Think of 10 words for your situation. These words could describe either yourself or the landscape that you see. Use ideas from Chapter 5 or the book in general.

Now, write a poem using the words above. Aim to include your first word in the title of the poem, the first line, and so on. Think of a suitable title too. You should end up with a poem that captures the atmosphere of *The War of the Worlds*.

Title:

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Chapters 6–10

Activity 61: Chapter 6

1	How does the landscape look to the narrator? What does this suggest?	
2	Can you spot an example of animal imagery used to describe the narrator?	
3	What is the main motivation that is driving the narrator on? What does he need?	
4	What has happened to the River Thames?	
5	What happened to the red weed eventually?	
6	When he reaches Putney Common, how does he describe the landscape? What does it look like has happened?	
7	Where does the narrator break in to? Is he the first person to do this? What does this suggest?	
8	What does the narrator gnaw on?	
9	What can the narrator hear?	
10	How does the narrator describe himself at the end of the chapter?	
11	Which two European cities does the narrator mention and why?	

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Activity 62: Chapter 7

Below are a range of quotations from Chapter 7. Using the text to help you, complete the columns. For each quotation, you need to briefly explain what is happening, and explore it.

Quotation	What is happening?	Analysis - word
1. <i>'I found a rat-gnawed crust' (p. 148)</i>		
2. <i>'prowled from window to window, peering out for some sign of these monsters' (p. 148)</i>		
3. <i>'gave me no sensation of horror or remorse to recall' (p. 148)</i>		
4. <i>'like a rat leaving its hiding-place' (p. 149)</i>		
5. <i>'my heart ached for her, and the world of men' (p. 150)</i>		
6. <i>'I distinguished the green slime of ditches mixing with the pale drab of dried clay and shiny, coaly patches.'</i> (p. 150)		
7. <i>'Let us crawl under those bushes and talk.'</i> (p. 151)		
8. <i>'Nothing's to be done. We're under! We're beat!'</i> (p. 152)		
9. <i>'It never was a war, any more than there's war between man and ants.'</i> (p. 152)		
10. <i>'there won't be any Royal Academy of Arts, and no nice little feeds at restaurants.'</i> (p. 154)		
11. <i>'And I don't mean to be caught, either, and tamed, and fattened and bred like a thundering ox.'</i> (p. 154)		

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Quotation	What is happening?	Analysis - word
<p>12. <i>'We men are beat. We don't know enough. We've got to learn before we've got a chance.'</i> (p. 154)</p>		
<p>13. <i>'we [...] will go savage [...] into a sort of big, savage rat.'</i> (p. 157)</p>		
<p>14. <i>'I believed unhesitatingly [...] in his forecast of human destiny.'</i> (p. 158)</p>		
<p>15. <i>'Champagne! [...] Look at these blistered hands!'</i> (p. 161)</p>		
<p>16. <i>'I resolved to leave this strange undisciplined dreamer of great things to his drink and gluttony.'</i> (p. 162)</p>		

Over to you... What do you think of the Artilleryman's plans for survival? Would you do the same? Why or why not?

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Activity 63: Chapter 8

1. There is a great deal of colour imagery used within the opening four paragraphs. Give two examples?

Black	Red

2. The narrator hears a cry of 'Ulla, ulla, ulla.' (p. 164). How is this cry described?

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3. Are these statements true or false?

	True	False
a. Dogs are running through the streets with Martian meat.		
b. It is sunny and bright.		
c. The narrator decides he wants to die and approaches the Martian so this can happen.		
d. The birds are terrified of the Martians.		
e. There were five dead Martians.		
f. The Martians had been killed by cannons and gunfire.		
g. The narrator feels hopeful that humanity can rebuild London and be strong again.		
h. The sun is setting towards the end of this chapter.		

4. Explain how H G Wells uses pathetic fallacy in this chapter.

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5. Explore the following quotations:

Quotation	What is happening here?	t
<i>'Why was I wandering alone in this city of the dead? Why was I alone when all London was lying in state, and in its black shroud?'</i> (p. 165)		
<i>'The silence came like a thunderclap.'</i> (p. 166)		
<i>'Night, the mother of fear and mystery, was coming upon me.'</i> (p. 167)		
<i>'stretched the great Mother of Cities'</i> (p. 169)		
<i>The survivors were 'leaderless, lawless, foodless'</i> (p. 170)		

6. Why are these animals mentioned in this chapter?

Dogs		Horse	
Birds		Sheep	

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Activity 64: Chapter 9

Question	Q
1. What happened to the narrator for three days?	
2. What is Paris the first to know?	
3. What sound is heard?	
4. What do other countries start to send?	
5. What happened to the narrator at St John's Wood (London)?	
6. What had happened in Leatherhead?	
7. How long did the narrator stay with the family?	
8. Where is the narrator going to?	
9. How are people's faces and eyes described?	
10. London is described as a city of __?	
11. What has started to be published again?	
12. What does the newspaper reveal?	
13. What does the narrator see everywhere when he looks out of the train window?	
14. What has happened to the landlord of the Spotted Dog?	
15. How does he feel when he sees his house?	
16. How long has the narrator been away for?	
17. What are on the staircase?	
18. Which words describe how the narrator and his wife feel?	
19. What does the narrator's wife do at the end of the chapter?	

✪ **Extension:** There are many flashbacks in this chapter. What do you think is H G Wells' favourite of the narrator's memories?

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Activity 65: Chapter 9

1. There are many examples in this chapter of how the world has been affected. List examples from the chapter for each of the boxes below.

Effects on the Earth – how has the landscape been affected?	Effects on the narrator – how is he presented?	E h

2. Can you list examples of how life has returned to normal and how humans are resilient?

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Activity 66: Chapter 10

1. How does the Epilogue create a sense of realism?

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2. What do the following quotations suggest about humanity?

<i>'The terrible disasters at the Ealing and South Kensington laboratories have disinclined analysts for further investigations.'</i> (p. 177)	
<i>'But everyone is familiar with the magnificent and almost complete specimen in spirits at the Natural History Museum.'</i> (p. 178)	
<i>'I do not think that nearly enough attention is being given to this aspect of the matter.'</i> (p. 178)	
<i>'we cannot regard this planet as being fenced in and a secure abiding-place for Man.'</i> (p. 178)	
<i>'The broadening of men's views that has resulted can scarcely be exaggerated.'</i> (p. 179)	

3. How does the narrator feel personally after the experience?

I think the narrator feels...	This is exemplified by...

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Activity 67: Inside the Narrator's Head (Chapter 10)

After reading Chapter 10, populate the thought bubbles with different ideas and experiencing. These should cover the future of humanity, the future of Mars, his life.



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Whole of Book 2

Activity 68: Relationships between the Characters

The narrator and the curate have a very tense relationship in Book 2. The curate is a whimpering fool who cannot cope with the situation and someone who has no integrity. Imagine that the narrator writes a letter to his brother in which he recalls his intense feelings he felt about him.

You should consider:

- The situation that the curate and the narrator were in – where were they? What was happening?
- How the narrator felt towards the curate when they were hiding
- How the curate behaved and how this made the narrator feel
- What happened to end the curate's life and the effect this had on the narrator

You could begin with the following sentences:

Dearest brother,

There is more to tell! I write with a shaking hand about the recent events I have told you about my time with the curate. From the start I had found him to be a very

Activity 69: H G Wells' style

A writer's style is like their signature or fingerprint. It is unique! You should now know how Wells writes and be able to spot the idiosyncrasies in his style. When you read it sounds very different to reading a website, a message from a friend or J K Rowling's books. You need to be confident about how Wells chooses to write.

Look closely at the extracts below from Book 2 and label them with explanations of H G Wells' style. For example: use of proper nouns, specific details, adjectives, colour imagery, first person, dynamic verbs...

Extract 1

'Strange night! strangest in this, that so soon as dawn had come, I, who had been hiding in the house, like a rat leaving its hiding-place...' (p. 149)

Extract 2

'After sunset I struggled on along the road towards Putney, where I think it has been used for some reason. And in a garden beyond Roehampton I got a quantity of potatoes, sufficient to stay my hunger.' (p. 146)

Extract 3

'I felt no fear, only a wild, trembling exultation, as I ran up the hill towards the top. Out of the hood hung lank shreds of brown, at which the hungry birds pecked.'

Extension:

Extract 4: Choose your own

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Activity 70: Structure in Book 2

The endings of chapters are often a good place to analyse as they are where a reader therefore the writer has to be sure he or she has done enough to keep you gripped with cliffhangers, posing questions or some shocking revelation!

Analyse the endings of the following chapters and think about what Wells' intentions are in these chapters in this way.

Chapter	Ending	Briefly – what is happening?
1	<i>'He made me no answer, but so soon as I began eating the faint noise I made stirred him up and I heard him crawling after me.'</i> (p. 121)	
3	<i>'Six distinct reports I counted, and after a long interval six again. And that was all.'</i> (p. 135)	
5	<i>'And oh! the sweetness of the air!'</i> (p. 143)	
6	<i>'Perhaps even now they were destroying Berlin or Paris, or it might be they had gone northward.'</i> (p. 147)	
Choose your own from chapters 7–10		

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Activity 71: Form in Book 2

The opening and closing chapters of a novel are described as having a 'privileged bookends to the whole plot and introduce and conclude the story. The epilogue *The War of the Worlds* is a science fiction novel and has many examples of this genre.

Look again at this final chapter and comment on the following science fiction features that illustrate the generic conventions?

Scientific language/references/terminology	
Sense of realism often create by proper nouns / familiar locations	
References to space/aliens	
The unknown / speculation about the future	
Language which creates fear, mystery or suspense	

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Activity 72: Plot and Structure: Chapter Summaries

Book 1

Chapter title	Summary – aim for three or four bullet points	Main characters	
1. The Eve of the War			
2. The Falling Star			
3. On Horsell Common			
4. The Cylinder Opens			
5. The Heat-Ray			
6. The Heat-Ray in the Chobham Road			
7. How I Reached Home			
8. Friday Night			

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Chapter title	Summary – aim for three or four bullet points	Main characters	
9. The Fighting Begins			
10. In the Storm			
11. At the Window			
12. What I Saw of the Destruction of Weybridge and Shepperton			
13. How I Fell in with the Curate			
14. In London			
15. What had Happened in Surrey			
16. The Exodus from London			
17. The 'Thunder Child'			

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Book 2

Chapter title	Summary – aim for three or four bullet points	Main characters	
1. Under Foot			
2. What We Saw from the Ruined House			
3. The Days of Imprisonment			
4. The Death of the Curate			
5. The Stillness			
6. The Work of Fifteen Days			
7. The Man on Putney Hill			
8. Dead London			
9. Wreckage			
10. The Epilogue			

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Activity 73: Characterisation: Interviewing the Narrator

Imagine that shortly after the aliens have been defeated you are granted an interview. Give realistic and factually accurate replies, and if completed, think of three more of your own questions to ask the narrator.

Question: How did you first hear about the Martians, and how did you feel?

Answer:
.....
.....

Question: Would you say that you completely hated the Martians and all they stood for?

Answer:
.....
.....

Question: Out of the whole of your experience, what were some of the most frightening moments?

Answer:
.....
.....

Question: Did it help having the artilleryman and the curate to spend time with?

Answer:
.....
.....

Question: Do you think that a Martian attack could ever happen again?

Answer:
.....
.....

Question: What do you think are the most important lessons you have learnt from this experience?

Answer:
.....
.....

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Activity 74: The Writer's Use of Language

H G Wells uses a number of techniques throughout the story – can you complete

Technique	This means...	Example (include chapter number)
Colour imagery		
Cliffhanger		
Pathetic fallacy		
Sensual imagery		
Similes		
Metaphors		
Personification		
Juxtaposition of the natural countryside vs the metallic aliens		
Animal imagery		

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Technique	This means...	Example (include chapter number)
Listing		
Tense changes		
Direct address		
Repetition		
Characters as symbols		
Powerful dynamic verbs		
Adverbs		
Exclamatory sentences		
Snippets of dialogue		
Extracts from newspapers, letters, etc.		

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Technique	This means...	Example (include chapter number)
Short sentences		
Use of experts		
Alliteration		
Biblical imagery		
Foreshadowing		
Flashback		
Protagonist		
Antagonist		

Activity 75: Characterisation in *The War of the Worlds*

1. Complete the table below using bullet points and adding quotations where

Name of character	Role in the book – what happens to them? How do they contribute towards the narrative?	Chapters they are in	How do they view Martians? What is their attitude and involvement towards them?
Narrator			
Aliens			
Narrator's wife			
Ogilvy			
The pub landlord			
The artilleryman			

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Name of character	Role in the book – what happens to them? How do they contribute towards the narrative?	Chapters they are in	How do they view Martians? What is their attitude and involvement towards them?
The curate			
Mrs Elphinstone			
Miss Elphinstone			

2. Why do you think H G Wells doesn't give a name to any of the characters?

.....

.....

.....

.....

3. How does this affect the relationship between the reader and the character?

.....

.....

.....

.....

4. If the characters are not overly distinctive, what does this make the reader feel?

.....

.....

.....

.....

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Whole Text Activities

Activity 76: Understanding Setting and Structure: The Cylinder

Make notes below on the arrival of each cylinder. If possible, get a map of Woking suburbs so that each location can be labelled.

Cylinder no. and Chapter no.s	Where does it land? Do we know when?	Who finds it? Any
1		
2		
3		
4		
5	It is mentioned in Book 1, Chapter 15 but the location isn't revealed until Book 2, Chapter 4 – why?	
6		
7		
8–10		

✪ **Extension 1:**

Why do you think Wells used real place names?

.....

✪ **Extension 2:**

Why do you think the Martians attack London?

.....

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Activity 77: Characterisation Considerations

You or your group will be given one character to focus on. Discuss the questions on the handout for the rest of the class.

<p style="text-align: center;"><i>The narrator</i></p> <p>Do you like the narrator? Why or why not?</p> <p>Do you trust his version of events? Why or why not?</p> <p>How would you describe the narrator?</p> <p>Do you think the narrator has changed throughout the course of the novel?</p> <p>Do you think you would act in a similar way to the narrator if you were in his situation?</p> <p>Do you think the narrator likes other human beings? Why do you think this?</p> <p>What do you find interesting or surprising about the narrator?</p> <p>Why do you think Wells reunited the narrator with his wife at the end? Do you agree with this decision?</p> <p>Would you like to have him around if there was an alien attack? Why or why not?</p>	<p style="text-align: center;"><i>The narrator</i></p> <p>How do you feel about the narrator?</p> <p>Do you think they sound like a real person? Why or why not?</p> <p>What is most memorable about the narrator?</p> <p>How would you describe the narrator?</p> <p>What was their motivation for joining the war?</p> <p>What does Wells emphasize about the narrator?</p> <p>How are they different from other characters?</p> <p>What is the worst thing the narrator does?</p> <p>How would you react to the narrator's actions?</p> <p>What do they bring to the story?</p>
<p style="text-align: center;"><i>The artilleryman</i></p> <p>Do you like this character? Why or why not?</p> <p>What do you think he contributes to the story?</p> <p>Do you think you'd react in a similar way to him during an alien invasion? Why or why not?</p> <p>How does he react to the Martians?</p> <p>Do you agree with his survival plan? Would you join his group?</p> <p>Do you think he is a realistic character? Why or why not?</p> <p>Would you like to have him around if there was an alien attack? Why or why not?</p>	<p style="text-align: center;"><i>The artilleryman</i></p> <p>Do you like this character?</p> <p>What do you think he contributes to the story?</p> <p>Do you feel sympathy for him? Why or why not?</p> <p>How does he react to the Martians?</p> <p>Do you think he is a realistic character?</p> <p>Would you like to have him around if there was an alien attack? Why or why not?</p> <p>Can you understand his actions?</p>

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Activity 78: Understanding Setting

In the appendix of the book, you will have seen a map of the locations that Wells visited. Your teacher will give you a copy of this on A3 or A4 paper.

Tasks

1. Find the locations mentioned in the book and label what happens there. For each location, write:
 - where the cylinders land
 - where the narrator lives
 - where the narrator sees the tripods

2. Why do you think Wells uses real place names in the book? What effect would this have on the reader?

.....

.....

.....

.....

.....

3. How would the book be different if fictitious place names had been used?

.....

.....

.....

.....

.....

4. London is a key location in the book. Why do you think Wells chooses to have the cylinders land in London?

.....

.....

.....

.....

.....

5. Why do you think the narrator moves to so many different locations in the story? How would the book be different if he stayed at his house?

.....

.....

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Activity 79: Themes

In groups, you will be allocated a theme. Your job is to create a poster presentation with lots of information to share with your classmates.

You will need to include:

- A definition of the theme and what it actually means in plain English
- Specific examples of where this theme is evident in the book – focus on one or two specific chapter numbers.
- Links to characters. Can you think of how different characters are connected?
- Select three or four key quotations that illustrate your theme. Make sure you use subject terminology too.

Possible themes are suggested below.

Fear of the unknown	War
Foreignness and 'the other'	
Power	
Technology and modernisation	The destruction of the world

Activity 80: Ideas and Messages

The 'father of science fiction' has had many museum exhibitions created about his work and his life. His fans are very interested in him; there was a huge fuss when one of his teeth was discovered! His dentist had inscribed 'H G Wells' on it when it was extracted and fans have rushed to see it!

Imagine that there is to be a new exhibition about his work and his beliefs. You are in charge of creating a range of posters which crystallise his ideas and messages from *The War of the Worlds*.

You need to think of short, simple sentences that display his ideas and messages from the book. What do you think he was trying to impart?

1. Aim to think of three different slogans/messages such as 'Humans Have Their Eyes Shut' or 'Learn from Mistakes' or 'Humanity: Don't Overestimate Yourself' or 'There's More Out There!'
2. Choose your best and turn it into a poster – this could be something to buy in a museum mug!
3. Next, write an accompanying paragraph as to why you feel this belief is shown to be true with proof from the actual text? Think of events, quotations, and specific links to characters and ideas.
4. Share your work with the class and vote for the best one!

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Activity 81: Form

The Museum of Science Fiction is due to open in Washington DC in 2018. It will feature exhibitions which explore the role that science fiction has played and it will cover technology, space exploration. There's even a Minecraft exhibit planned! Their home page explains that:

The mission of the Museum of Science Fiction is to create a center where science and technology are powered by imagination. Science fiction is the story of who we are, and who we dream to be. The Museum will present these stories through interactivity, and programs in ways that excite, educate, entertain and inspire a new generation of dreamers.

You can find out more on their website <http://www.museumofsciencefiction.org>

Your tasks

You need to send an email or letter to the museum suggesting why *The War of the Worlds* should be an addition for the Museum of Science Fiction.

Task 1: With a partner, think about all of the conventions of the science fiction genre used in the story. For example, the aliens themselves, the weaponry and transport used. Write down quotations and evidence that prove the book fits into the genre.

Task 2: Now focus on your personal opinions – can you think about what the science fiction genre makes you think about? How did the book change how you think about aliens, humanity or the future?

Task 3: Now write your email or letter. The details are below!

webmaster@museumofsciencefiction.org

Postal address:

Museum of Science Fiction
PO Box 88
Alexandria, VA 22313-0088
USA: Earth: Sol: Milky Way

Possible opening:

*I'm aware that you are currently designing the exhibitions for your exciting new museum. I have an idea that I feel should be included as it is an excellent example of the science fiction genre. I can learn a lot from it about humanity. The novel is H G Wells' *The War of the Worlds*.*

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Activity 82: Context – How Does the Book Affect the Reader?

As you know, the context of the book is important. We need to remember the *in* readers (the readers/listeners of the time) as well as readers today in the twenty changed a lot since the book's publication in 1897 so the impact it has on us today affected the Victorians! Fill in each box – can you think of specific textual examples?

	Victorian audience	
The technology mentioned in the book		
The planet Mars and the Martians		
The strength and superiority of humanity		
The violent descriptions of conflict and warfare		
The portrayal of the curate and religion in the book		
The two women – Mrs and Miss Elphinstone – travelling alone		
Your choice:		

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Activity 83: Character Relationships in *The War of the Worlds*

Draw lines to connect the different characters – how would you describe their relationship? Write your ideas on your line. For example on a line linking the curate and the narrator 'relationship; narrator in control'.

The curate

The

The artilleryman

The narrator

Mrs and Miss Elphinstone

The

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Activity 84: Key Quotations

Making revision cards with key quotations on can be very useful.

Cut out some cards and write a quotation from below, or any others of your choice. On the other side of the card, you could ask a question to prompt you to remember what the creature are the Martians compared to? Answer: 'vast spider-like machines'.

Around the quotation you could add extra information, using different colours and

- What the quotation is describing / try to write it in your own words
- Any subject terminology/techniques that Wells uses
- The mood that is created
- The writer's purpose
- The effect on the reader

Once you have done this, start to revise these quotations. You could do this by acting them out and picking them up yourself, recording yourself reading them out, acting out pictures/images of each one, writing down as many as you can remember, putting them to a song you already know, etc.

You could also sort these quotations into themes, create a pyramid of the most important ones, make posters or illustrate them for display purposes.

<i>'The Gorgon groups of tentacles'</i> (p. 22)	<i>'bolted as blindly as a flock of sheep'</i> (p. 30)	<i>'stirring, slipping, running'</i> (p. 82)
<i>'Thick streamers of black smoke'</i> (p. 43)	<i>'war-fever'</i> (p. 44)	<i>'a vast, a vast, a vast'</i>
<i>'And this was the little world in which I had been living securely for years, this fiery chaos!'</i> (p. 51)	<i>'Like burnt meat!'</i> (p. 53)	<i>'In a vast, a vast, a vast'</i>
<i>'Giants in armour'</i> (p. 58)	<i>'Death is coming! Death!'</i> (p. 60)	<i>'The like'</i>
<i>'It is a curious thing that I felt angry with my wife'</i> (p. 69)	<i>'Be a man!'</i> (p. 71)	<i>'vast'</i>
<i>'Never before in England had there been such a vast or rapid concentration of military material'</i> (p. 78)	<i>'Boilers on stilts [...] striding along like men'</i> (p. 79)	<i>'The'</i>
<i>'the first breath of the coming storm of Fear blew through the streets'</i> (p. 82)	<i>'the great six-million city was stirring, slipping, running'</i> (p. 82)	<i>'stirring, slipping, running'</i> (p. 82)
<i>'as men might smoke out a wasps' nest'</i> (p. 90)	<i>'frantic and spasmodic'</i> (p. 90)	<i>'disgusting, grotesque'</i>
<i>'roaring wave of fear'</i> (p. 92)	<i>'extraordinary procession of fugitives'</i> (p. 93)	<i>'bolted'</i>

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<i>'calmly and methodically spreading their poison-cloud' (p. 105)</i>	<i>'advancing with a leisurely parody of a human stride' (p. 109)</i>	<i>'m... (p. 109)</i>
<i>'Titan' (p. 109)</i>	<i>'rained down darkness upon the land' (p. 112)</i>	<i>'un... with me...</i>
<i>'tossed them into the great metallic carrier' (p. 118)</i>	<i>'whimpering to himself' (p. 121)</i>	<i>'cra...</i>
<i>'whip-like tentacles' (p. 125)</i>	<i>'they took the fresh, living blood of other creatures, and injected it' (p. 125)</i>	<i>'In... twe...</i>
<i>'no surviving human being saw so much of the Martians in action as I did.' (p. 128)</i>	<i>'lacking in restraint as a silly woman' (p. 131)</i>	<i>'he... an...</i>
<i>'the weakness and insanity of the curate [...] kept me a sane man.' (p. 137)</i>	<i>'long metallic snake of tentacle' (p. 138)</i>	<i>'Bri... (p. 138)</i>
<i>'like a black worm swaying its blind head to and fro' (p. 139)</i>	<i>'And oh! The sweetness of the air!' (p. 143)</i>	<i>'the pas...</i>
<i>'like walking through an avenue of gigantic blood drops' (p. 145)</i>	<i>'the last man left alive' (p. 147)</i>	<i>'pe... mo...</i>
<i>'We're eatable ants' (p. 153)</i>	<i>'Ulla, ulla, ulla, ulla,' (p. 164)</i>	<i>'Wi... city...</i>
<i>'a bus overturned and a skeleton of a horse picked clean' (p. 165)</i>	<i>'I would die and end it.' (p. 167)</i>	<i>'do... near...</i>
<i>'a multitude of dogs [...] fought over the bodies' (p. 169)</i>	<i>'Death had come not a day too soon.' (p. 169)</i>	<i>'ha... me... risi...</i>
<i>'like sheep without a shepherd' (p. 170)</i>	<i>'London seemed a city of tramps' (p. 174)</i>	<i>'I m... her...</i>
<i>'we cannot regard this planet as being fenced in and a secure abiding-place for Man' (pp. 178-179)</i>	<i>'an abiding sense of doubt and insecurity in my mind.' (p. 179)</i>	<i>'ph...</i>

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Answers

Pre-reading Activities

Activity 1: Understanding the Author – Herbert George Wells

Possible answers:

1. 'He had always been interested in time travel and the future of the human race' – This suggests that he was not concerned with reality and not necessarily present life in a realistic way. It also suggests that he was concerned that humanity may be under threat. It sounds as if he is interested in humans as a species.

'He campaigned that the human race must learn from the lessons of war, and never become very depressed when World War Two broke out and felt that his message had been ignored. He was a pacifist and I can predict that war will be presented in a negative way, possibly with a pessimistic view. He seems to be frustrated with humanity, too, so I predict that humans may not be prepared to change.'

2. 'His later publications had an increasingly strong political and social message.'
What do you want people to care about?
Why did you become increasingly political?
How do you feel about society?
Do you think your writing can change anything?
Why do you think people are not changing?

3. 'He wanted his books and ideas to be remembered.'
'He campaigned strongly for **human rights**.'
'His later publications had an increasingly strong political and social message.'
These three statements show that Wells had ambitious aims with his writing, and that he was very concerned about humanity and thought about the world in a universal way.

4. Propaganda – the deliberate spreading of ideas or information to help or harm a movement, etc.
Human rights – fundamental individual rights which a government should not interfere with
Socialism – a way of organising a society which focuses on the community and equality
Scientific romance – a literary genre which is now known as science fiction; a narrative that explores the future of humanity
Pamphlets – short essays or leaflets, often on political topics.

5. He had political views.
He cared about equality and making the world a safe, fair place.
He acted upon his beliefs and tried to make changes through his writing.

6. To influence others and change society

7. Frustrated about the way society was structured. He probably wanted it to be fair and free of violence.

8. Students' own opinions.

9. Answers could be: political, driven, opinionated, revolutionary, etc.

Activity 2: Understanding the Background

Missing words in order are: Published, Victorian, education, 1898, bigamy, ordered, invaded, to improve, equality, fiction, time

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Activity 3: Proud to be Human?

1.

Feeling proud of humanity	Feeling ashamed of humanity
<ul style="list-style-type: none"> • Explorers • Research and breakthroughs into medical conditions • Development of free education • Gains in equality (gender/race/sexuality) • Creation of great works of art – books, music, art 	<ul style="list-style-type: none"> • War • Poverty • Crime • Inequality • Racism/sexism

2.–3. Students’ own responses.

Activity 4: Two Sides of Humanity

Possible answers could be serious / humorous / from different times in history / fictional students – they are quite varied and make for a useful discussion.

- Someone who embodies the virtues of humanity:
Dalai Lama / Gandhi / Angelina Jolie / Harry Potter
- Someone who embodies the vices of humanity:
Donald Trump / Jack the Ripper / Simon Cowell / Piers Morgan / Rupert Murdoch
- Students’ own response.

Activity 5: A Visit from Aliens

- 4. Students’ own responses
- Martian, extraterrestrial, other-worldly, foreign, different
- 9. Students’ own responses

Activity 6: What is Science Fiction?

- Correct answers are: technology included, extraterrestrials play a role and can be
- 3. Students’ own responses.
- Students’ own responses.

Activity 7: The Planet Mars

- 3. Students’ own responses

Activity 8: Mythical Mars

- 3. Students’ own responses

Activity 9: Researching into the Social and Historical Background

- 3. Students’ own responses

Activity 10: Orson Welles and *The War of the Worlds*

1.

Word	Definition
Notorious	Widely known, but for something unfavourable
Induced	Brought about or caused
Influx	Flowing in
Palpable	Capable of being touched or felt
Transposed	To transfer or transport
Disquieting	Unsettling
Furore	A general outburst of excitement or controversy
Fabrication	A lie or exaggeration of the truth
Ascertain	To make certain
Sensationalism	Producing something in order to shock and attract attention

2.–3. Students’ own responses.

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Activity 11: What do these words mean?

		Definition
1	extraterrestrial	A being from outside of Earth
2	Martian	A being from Mars
3	science fiction	A genre relating to space, time travel, or futuristic events a dealing with scientific or technological advances
4	first-person narrative	A story told using 'I'
5	narrator	The person telling a story
6	protagonist	The main character in a story
7	naivety	Showing a lack of intelligence, wisdom or thought
8	awe	An overwhelming feeling of fear or admiration produced by witnessing something powerful or unusual
9	humanity	A word to describe all the human beings on earth
10	superiority	Showing a feeling of being better than others
11	inferiority	Showing a feeling of not being as good as others
12	overthrow	To overturn or demolish – especially to get rid of a leader or someone in power
13	conquer	To defeat someone/something – especially in a battle
14	annihilation	To completely destroy or wipe out
15	apocalyptic	Universal destruction/disaster
16	hysteria	Uncontrollable emotions such as fear and panic
17	civilisation	A group of people in a society
18	ululation	A howl or wail; like a wolf
19	antagonist	A character who is in conflict with the protagonist
20	denouement	The resolution of a story's plot; the tying together of loose

Activity 12: Descriptive Writing Task

- Students' own responses
- Suggested answers:

Burning houses and cars	Screaming
Calls for help	People running and panicking
Deserted vehicles and houses	Silence
Debris	Signs of violence or struggle
Craters or holes in the ground	Smashed windows

- Students' own responses

Activity 13: Understanding the Titles

- Predictions: a battle, violence, fighting, weapons, life and death situations, fear, terror, implications, fatalities, future of the world in jeopardy, all encompassing, major, etc.
- Mood created is one of fear, terror, suspense
- Factual, formal, clear and plot-based
- Creates a serious tone, matter-of-fact and realistic. Makes the book seem focused on the book seems serious, tense, newsworthy. Also makes the events seem believable much so this suggests that the narrator is straight-talking and factual. The events in the book suggest the plot is fast-paced and that events move quickly. It makes the 'War of the Worlds' seem ongoing, and it is also quite tiring in a way. It feels non-stop and intense.
- Without any chapters, the book would be hard to order and the events would seem disjointed. Chapters help to make sense of events and make it clearer what happened and when.
- See worksheet for example.
- The lexical choices suggest weaponry, strange objects (cylinder), battles (destruction), etc. The word 'destruction' suggests destruction on an epic scale and we imagine a huge disaster.

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During Reading Activities: Book 1

Activity 14: How are Mankind and the Martians Presented?

1.

How are humans presented?	How are the Martians presented?
<p><i>'infinite complacency'</i> (p. 7) <i>'blinded by his vanity'</i> (p. 8) We <i>'must be to them at least as lowly as are the monkeys and lemurs to us.'</i> (p. 8) <i>'the world went on in ignorance'</i> (p. 10) <i>'little suspecting'</i> (p. 11)</p> <p>The quotations present humanity as naive, ignorant and with a false sense of superiority. Humanity appears weak, unintelligent and completely unprepared. Humans are like the stereotypical unsuspecting victim!</p>	<p><i>'this world was being watched keenly and closely by intelligences greater than man's'</i> (p. 7) <i>'looking across space such as we have scarcely dreamed'</i> (p. 8) <i>'All that time the Martians were ready'</i> (p. 9) <i>'their mathematical instruments were far more advanced than ours'</i> (p. 9) <i>'one of the gravest dangers to the human race'</i> (p. 10)</p> <p>The quotations present the Martians as calculating, intelligent and dangerous. They are advanced in technology and pose a significant threat to humanity.</p>

2.–3. Students' own responses

Activity 15: Humans V Aliens

1.

Human Strengths	Human Weaknesses
<p>Research into science Some have a questioning/curious minds</p>	<p>False sense of security Naive Not listening Unthinking Easily deceived</p>
Alien Strengths	Alien Weaknesses
<p>Intelligence Technologically advanced Determined Meticulous Organised Thoughtful</p>	<p>Dealing with conditions on Earth</p>

2.–3. Students' own responses

Activity 16: Key Quotations

Quotation	Analysis
<i>'this world was being watched keenly and closely by intelligences greater than man's'</i> (p. 7)	<ul style="list-style-type: none"> Adverbs 'keenly' and 'closely' suggest scrutiny Comparative adjective – 'greater' – suggests superiority Which side is the narrator on? He seems envious
<i>Men were 'serene in their assurance of their empire over matter'</i> (p. 7)	<ul style="list-style-type: none"> 'Serene' – juxtaposes the terror and destruction of the Martians Humans seem naive and ignorant 'Empire' – links to Victorian context and plants ownership and control
<i>The Martians 'slowly and surely drew their plans against us'</i> (p. 7)	<ul style="list-style-type: none"> Adverbs – 'slowly' and 'surely' – suggest calm confidence 'Plans' – plotting and scheming Aliens appear intelligent and rational

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Quotation	Analysis
<i>They have 'instruments and intelligences such as we have scarcely dreamed of.'</i> (p. 8)	<ul style="list-style-type: none"> • Adverb = 'scarcely' • The aliens are so advanced we cannot even imagine • Links to sci-fi theme – predict great weaponry or
<i>'And we men, the creatures who inhabit this earth, must be to them at least as alien and lowly as are the monkeys and lemurs to us.'</i> (p. 8)	<ul style="list-style-type: none"> • Pronoun 'we' creates sense of us versus them • Draws reader in as we are human too • Introduces animal imagery • Theme of superiority – humans assume they are the weaker species
<i>'And before we judge of them too harshly we must remember what ruthless and utter destruction our own species has wrought.'</i> (p. 9)	<ul style="list-style-type: none"> • 'Ruthless and utter destruction' – emotive language • Shows humanity has behaved immorally and cruelly • Makes us think again that the narrator is not necessarily right suggests a complicated relationship with humanity
<i>'the world went in ignorance of one of the gravest dangers that ever threatened the human race.'</i> (p. 10)	<ul style="list-style-type: none"> • 'Gravest' – superlative adjective – hints at the epic nature of the story • Shows humans were unknowing and poorly prepared
<i>The missiles were being sent 'hour by hour and day by day, nearer and nearer.'</i> (p. 12)	<ul style="list-style-type: none"> • Sentence structure – parallelism – the structure of the missiles • Aliens seem organised and relentless
<i>'An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction.'</i> (p. 13)	<ul style="list-style-type: none"> • Adjective – 'enormous' – makes aliens seem powerful and terrifying; ruining the natural world • 'Flung' – dynamic verb – forceful and strong • 'Violently' – adverb – hints at what is to come from the aliens and devastation
<i>'The cylinder was artificial – hollow – with an end that screwed out! Something within the cylinder was unscrewing the top!'</i> (p. 15)	<ul style="list-style-type: none"> • Exclamatory sentences– suggest shock, awe, intrigue • Factual description – to help us to imagine as it is • Vague nouns – 'something' – create tension and suspense about what is inside
<i>'I fancy the popular expectation of a heap of charred corpses was disappointed at this inanimate bulk.'</i> (p. 17)	<ul style="list-style-type: none"> • Humans were expecting to see burned bodies and a dramatic cylinder – shows how misguided and stupid human expectations are like drama and sensationalism. Many don't think about the implications of the alien's vessels. • 'Charred' – adjective – suggests humans would view the alien's vessels as entertainment; humans seem cruel
<i>"'Extraterrestrial" had no meaning for most of the on-lookers.'</i> (p. 18)	<ul style="list-style-type: none"> • Presents humans, again, as naive and narrow-minded and the aliens even more dramatic. • 'Onlookers' – noun – humans not in control; watching the aliens foreshadows what is to come and their lack of power
<i>'The growing crowd, he said, was becoming a serious impediment to their excavations, especially the boys.'</i> (p. 19)	<ul style="list-style-type: none"> • Humans can be self-destructive. They can be chaotic and irrational mentality. • 'Growing' – adjective – shows humans react to the aliens with curiosity and intrigue because of the crowd. They are like sheep
<i>'and it was possible that the faint sounds we heard represented a noisy tumult in the interior.'</i> (p. 19)	<ul style="list-style-type: none"> • 'Faint' and 'noisy' – juxtaposition/antonyms • Could be metaphorical too – at present the humans are nervous and panicked – there is only a 'faint' threat but soon it will become a 'noisy' one • 'Tumult' again suggests the aliens can be powerful and unpredictable – they are prepared to reveal themselves. • Sensory language – helps us to imagine the scene

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Activity 17: The Cylinder Arrives!

Topic	Notes – look in the text to find out the
Approximate time of arrival of the cylinder on the common	'early in the morning' (p. 13)
Description of cylinder – visual	'a line of flame' (p. 13) 'falling star' (p. 13) Second paragraph on page 14 – rust, diameter of 30 'glowing metal' (p. 15) 'scaly burnt metal' (p. 16)
Description of cylinder – sounds	'stirring noise' p. 14 'thin, sizzling sound' (p. 16)
Description of cylinder – impact on environment	'An enormous hole had been made' (p. 13) 'sand and gravel had been flung violently' (p. 13) 'heather was on fire' (p. 14)
Information about Ogilvy – who is he? What did he first think the Thing was? What does he believe now? What is he doing? Who is he working with?	'well-known astronomer' (p. 10) Thought it was a 'meteorite' (p. 13) at first 'with a quick mental leap, he linked the Thing with t Went to fetch Henderson 'excited and disordered' (p. 16)
Information about Henderson – who is he? How is he involved?	London journalist (p. 15) Someone who Ogilvy knows and recognises, and som believes Ogilvy
Description of other people at the scene – What are they doing? What is the general mood? Why have people gone there?	pp. 17–20 people, boys playing games, wanting to see
Any other useful information	Students own choice – maybe Stent (p. 19)

Extension 1 and 2: Students' own responses

Activity 18: The Cylinder Opens (Chapter 4)

- Sunset – hints that darkness is to come; a metaphorical ending of the day and ending
- 'Keep back!' (p. 20) – Repetition, short exclamatory sentences – fear, lack of control
Snippets of dialogue from different people – creates a sense of urgency and panic
- Humans can be cruel and stupid. They don't work together. They become hysterical
- Loud shriek
 - Astonishment
 - Horror
 - Inarticulate exclamations (p. 21)
- Bear – powerful, aggressive (p. 21)
- Students' own responses
- Greek mythology – sisters with snakes for hair who could turn people to stone by looking at them
otherworldly nature
- 'disgust and dread' (p. 22)
- 'running madly'
 - 'half-fascinated terror'
 - 'renewed horror' (p. 22)
- 'again he seemed to slip back' – 'he vanished' – 'a faint shriek' = he has been killed
- Creates a change in mood and tone – becomes more like a cliffhanger – we are waiting
'calm before the storm'
- The mood is surreal and tense; people are waiting to see what happens next. They are
passive; they just have to keep waiting to see what the cylinder and aliens will do. This
trepidation.

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Activity 19: An extract from Chapter 4

1. **something stirring within the shadow** – ‘something’ is a vague noun to create mystery about the aliens as they will be unlike anything ever seen before when they are revealed. ‘stirring’ suggests that imminently something will happen; there’s a build-up and tension; ‘within the shadow’ mood; stereotypically like a horror or thriller setting; our senses are dulled and we are in an inferior, powerless position.

glistened like wet leather – This is a sensory description which is off-putting and ‘glistened’ suggests moisture, dampness and is an image that makes you recoil as it is jarring; lexical deviation. It is not what we expect skin to be like. The adjective ‘wet’ is unnatural and inhuman and the noun ‘leather’ also hints at the artificial or unnatural.

quivered and panted – The listing of dynamic verbs, paired with sensory language, makes the scene animalistic too.

extraordinary intensity – Shows the alien is unlike anything else and is so unusual. ‘extraordinary’ shows there is nothing comparable.

overcome with disgust and dread – The verb ‘overcome’ shows how consuming the situation the narrator felt it. This situation is out of control. The alliterative abstract nouns emphasize the situation and how terrible the narrator finds the situation is.

- 2.–3. Students’ own responses

Activity 20: Things Begin to Heat Up! (Chapter 5)

1	‘a kind of fascination paralysed my actions’	His intrigue and awe mean he cannot act. The situation is unable to stop watching.
2	‘I remained standing knee-deep in the heather’	The Earth seems beautiful, natural and is a complex world with advanced technological aliens. The descriptions make the Earth seem real to the reader’s mind and it seems recognisable.
3	‘I was a battleground of fear and curiosity.’	He feels ambiguous about the aliens. Despite the danger the alien visitors create, the narrator still wants to know more about them. Even though he knows he should be careful but he is drawn to find out more.
4	‘thin black whips, like the arms of an octopus, flashed across the sunset.’	<ul style="list-style-type: none"> Whips – metaphor – violence, power, control Like the arms of an octopus = simile = tentacles – unnerving, the eight arms as opposed to two swords Sunset – juxtaposition – beautiful, calm and natural contrast to the aliens
5	‘What could be going on there?’	Involves us, intrigues us, makes us, too, question his actions.
6	“What ugly brutes!”	<ul style="list-style-type: none"> Ugly – appearance is so shocking and frightening Italics – emphasis and shows passion of feeling about what he has seen
7	‘He repeated this over and over again.’	Shocked, trance-like, unable to communicate in other words.
8	‘deriving, I fancy, a certain comfort in one another’s company.’	Human interaction makes people feel reassured and normal despite the strange situation. People want to feel safe and normal.

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9	'it had been resolved to show them, by approaching them with signals, that we too were intelligent.'	It shows a certain arrogance and superiority. It is a humans are forthright and stubborn, and possibly imagine that the aliens may be superior to them.
10	'It was as if each man were suddenly and momentarily turned to fire.'	<ul style="list-style-type: none"> • People are being killed by the heat ray. • Adverbs – 'suddenly and momentarily' – show and how quickly death can happen.
11	'All this had happened with such swiftness that I had stood motionless, dumbfounded and dazzled by the flashes of light.'	Shocked and surprised; unable to accept what is has been seen before.
12	'Such an extraordinary effect in unmanning me it had that I ran weeping silently as a child might do.'	<ul style="list-style-type: none"> • Emasculated – linked to Victorian context this surprising as he feels so 'weak' and frightened. • The child reference also shows how powerless how a man should be. • Feels like this because of the bizarre situation a cope / what to think
13	'I remember I felt an extraordinary persuasion that I was being played with'	<ul style="list-style-type: none"> • Repetition of 'extraordinary' – emphasises the of-this-world experience. • He feels powerless, weak and like a toy – he is strength, superiority and the upper hand. He, not know what is happening now or what will

Activity 21: Quick Fire Questions (Chapter 6)

1.

1	Which two words are used to describe how the Martians kill men?	Swif
2	How many people had been killed by the Martians?	40
3	What happened to the common from Horsell to Maybury that night?	Abl
4	Which two words are used to describe the event?	Ma
5	Who had Henderson sent a message to?	Eve
6	How do people feel when they go to the common?	exc
7	What had happened at half past eight?	Dep
8	How many people had been on the common at half past eight?	300
9	Why were there policemen there?	Ke
10	Who had Stent and Ogilvy asked for help from?	Sol
11	How many puffs of green smoke were seen when the Deputation was killed?	Thre
11	What metaphor is used to describe how the heat ray works? (Clue: It is a part of the body)	An
12	What did the beam do to the gable of the house on the corner? Choose three verbs.	Spl
13	When the trees caught fire, which two sounds were made?	His
14	Which two things fell into the road?	Spa
15	Name two things that caught fire.	Hat
16	How do we know that the policeman is terrified?	Scr
17	What does a woman in the crowd shout?	The
18	Where does everyone want to flee to?	Wo
19	Find a simile to describe how people moved.	Blir
20	What happened to the crowd when the road went narrow? Find a word beginning with a 'j'.	Jan
21	How many people died?	Thre
22	Is it day or night – which word tells us?	Dar

- 23. Students' own responses
- 24. Students' own responses
- 25. Students' own responses

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Activity 22: Imagery in Chapter 7

Students' own responses.

Activity 23: Mood Changes in Chapter 7

When in the chapter? These events are all in chronological order, so simply track through the chapter.	How would you describe thinking and
1. At the start of the chapter, when he is fleeing from the heat ray	Stressed; fearful
2. Near the bridge that crosses the canal by the gasworks	Exhausted; overwhelmed
3. After he wakes up	Confused – feels normal a
4. When he begins walking up the bridge	Mind blank / calm
5. When he sees the train	Overwhelmed with how n
6. When he talks to the people at the gasworks	Foolish; angry; frustrated
7. When he talks to his wife at the dinner table	Matter of fact; informativ
8. When he realises how frightened his wife is	Tries to 'allay fears' Stopped talking Reassuring and comfortin
9. When he'd eaten food and drunk wine towards the end of the evening	Courageous; secure; over- threatened; criticising Ma

Activity 24: Chapters 7–9

Chapter 7

1. She is terrified and thinks they could appear soon.
2. He thinks they can be easily killed by mankind's weapons. He believes they cannot
3. Cliffhanger – links to next chapter and sets up the idea that life is going to change d
how and imagine the details of the aliens' attack and invasion.

Chapter 8

1. No – they talk about it in 'their leisure' (p. 35). It was only a 'murmur' (p. 35), People
'working, eating, drinking, sleeping' (p. 36) – the listing shows how continuous and
Nothing has changed.
2. 'Like a poisoned dart' (p. 36) – connotations of disease spreading and attacking diff
suggests a planned and precise attack which makes the aliens appear meticulous, c

Chapter 9

1. Soldiers, as a second cylinder had fallen.
2. They are hammering – they seem hard at work – preparing for something.
3. They leave to go to the wife's cousins in Leatherhead as the heat ray is being fired a
nearby. The narrator's chimney is hit and they realise how close they are to the cylie
the army are starting to fire at the cylinder too.

Activity 25: How are the Martians Destroying the Earth? (Chapter 9)

1.
 - Sunny
 - Wheatfield
 - Maybury Inn with a swinging sign
 - Doctor's cart
 - Green tree tops (all page 43)
2.
 - black smoke in thick streamers
 - threads of red fire
 - dark shadows
 - people running towards us (all page 43)

Activity 26: Ambitious Words

Students' own answers

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Activity 27: *The War of the Worlds*... What Have You Understood So Far?

	Question	
1	Which historical era is the book set in?	Victorian
2	What is the narrator's name?	We are never given a name, but he is an important character
3	What is the name of the common where the first cylinder lands?	Horsell
4	What three colours are used by Wells frequently?	Black, red, green
5	Spell correctly two other synonyms for the word 'alien'.	a) Martian b) Extraterrestrial
6	Who is Ogilvy?	An astronomer
7	What happens to the Deputation?	They are blown away
8	Describe what the aliens look like? Give three details. Quotations would be good!	a) 'wet leather' tentacles b) 'tentacles' like a snake c) 'panting' like a steam engine Look in Ch. 4
9	What is the planet Mars associated with in Greek/Roman mythology?	War
10	What does pathetic fallacy mean?	The attribution of human characteristics to objects or responses to objects as if they were human, as the weather being 'angry'.
11	Who lives in Leatherhead?	The narrator
12	How are humans presented in the story?	Weak, stupid, cowardly
13	Give three pieces of information about the tripods.	a) Tentacles b) White metal c) Puffs of green smoke for other devices
14	Why is it hard for the aliens to move on Earth?	Due to gravity
15	Why does Wells compare humans to animals a lot in the story?	To show how the aliens view humans as animals but more intelligent

Activity 28: GCSE Assessment Support: Chapter 10

Possible answers:

Paragraph 1

- 'arrested' – paralysed, transfixed, overwhelmed, fixated
- 'moving rapidly' and 'swift rolling' – speedy, purposeful, fluid, fast
- 'problematical' – cannot place what he is seeing, cannot identify what it is, makes no sense to him, his eyes

Paragraph 2

- 'How can I describe it?' Rhetorical question – cannot accept what he is seeing – search for words to articulate what he has witnessed
- 'higher than many houses' – gigantic, dwarfing humanity
- 'glittering metal' and 'ropes of steel' – metallic, industrial, cold, incongruous to the scene
- 'clattering' – metallic connotations
- 'violently' – adverb suggests aggression, speed and intention

Activity 29: GCSE Assessment Support: Chapter 10

Students' own responses

Activity 30: GCSE Assessment Support: Chapter 10

Students' own responses

Activity 31: GCSE Assessment Support: Chapter 10

Just for reading and support – no answers required

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Activity 32: Animal Imagery/References Chapters 1–10

<p>1. <i>'And we, the creatures who inhabit this earth, must be to them at least as alien and lowly as are the monkeys and lemurs to us.'</i> (p. 8)</p>	<p>2. <i>'They must have bolted as sheep.'</i> (p. 30)</p>
<p>It means that the aliens view humans in the same way that humans view animals.</p> <p>Pronouns – 'us' and 'them' and 'we' – show the divide between aliens and humanity and help to emphasise the different sides of the battle</p> <p>Adjective – 'lowly' – links to inferiority of humans in how the aliens view them</p>	<p>It means humans ran away without consideration, panicking a group of sheep.</p> <p>Alliteration – 'bolted as bolted' – shows urgency, you read it quickly</p> <p>Simile – shows humans are like sheep and submit to peer pressure</p>
<p>3. <i>'we must remember what ruthless and utter destruction our own species has wrought [...] [on] the vanished bison and the dodo.'</i> (p. 9)</p>	<p>4. <i>'The Martians took as we should of the lowly'</i></p>
<p>Humans have killed species in the past so we must not act as if what the aliens are doing to humankind is shocking</p> <p>Emotive language – 'ruthless and utter destruction' – shows the cruelty of humanity and violence</p> <p>Specific concrete nouns – 'bison' and 'dodo' – specific examples of the species humans have made extinct to prove that humans can be just as destructive as aliens</p>	<p>The aliens are not afraid of our attempts at communicating with humans.</p> <p>Comparison – shows that humans are on a lower level on the hierarchy of planets</p>

Activity 33: Plot (Chapter 1–10)

Correct order:

- The first cylinder lands on Horsell Common.
- At dawn, the scientist, Ogilvy, goes to investigate as he believes it is a meteorite.
- News spreads and a crowd of people gather round the pit and a man falls in.
- That evening, around dusk, the cylinder opens and the Martians come out.
- A Deputation, made up of Stent, Ogilvy and Henderson, go to visit the Martians in peace.
- The Martians use their heat ray on the Deputation and on the crowds.
- Humans panic and a number are crushed to death.
- The narrator flees the scene and reaches home where he tells his wife about what he has seen.
- A second cylinder lands on Friday night (midnight).
- On Saturday afternoon, soldiers fire at the Martians, and the aliens retaliate with their heat rays.
- The narrator and his wife leave Woking for Leatherhead.
- The narrator borrows a horse and cart from a pub landlord.
- The narrator returns to Woking as he wants to see the Martians being destroyed.
- A third cylinder lands.
- The narrator witnesses two tripods and is terrified at about 11pm.
- The narrator discovers the dead body of the landlord.

Activity 34: Creative Tasks

Students' own responses

Activity 35: The Artilleryman (Chapter 11)

A few notes to support the task:

- We expect this character to be brave, ordered and disciplined but he is 'blackened and his coat was unbuttoned'. In the Victorian context this is especially surprising as dress was important.
- He is shaken and scared and, for a long time, stunned. He 'weep[s] like a little boy' showing how shocked and overwhelmed he is. The repetition and short sentences make him feel powerless.
- He certainly does not seem able to protect other humans and isn't a strong, brave fighter. He is overwhelmed by the sheer scale of the alien forces, and how weak humanity is against such a threat.
- The narrator appears calm and more in control than the artilleryman which makes him seem more rational and someone whom we are able to trust for a more matter-of-fact report of events. The artilleryman's emotional fragility is not encouraged by the narrator at all!

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Activity 36: Who Said It? (Chapter 12)

	This is said by...	They are speaking to...	What does it mean?
1. <i>'It's no kindness to the right sort of wife to make her a widow.'</i>	artilleryman	narrator	He means don't take would rather you we the narrator to travel journey will be slower
2. <i>'Giants in armour, sir.'</i>	artilleryman	lieutenant	He is describing the t hasn't seen them yet shows how difficult i invaders.
3. <i>'Do you know what's over there?'</i>	narrator	citizens of Byfleet	He is frustrated that t and taking care over n running away. The na comprehend the three
4. <i>'What's that?'</i>	boatman	crowd of people	This marks the start of fighting. It creates fe exactly what is happen
5. <i>'The sojers'll stop 'em'</i>	woman	narrator	Shows how some hu do not fully understand faith in guns and can
6. <i>'Get under water!'</i>	narrator	crowd	The narrator is prese understands the dan quotation, like many hero figure; contrast the rest of the crowd getting people under the heat ray.
7. <i>'Hit!'</i>	narrator	crowd	Excitement as the ali shells. He is excited happening. He is like may be hiding or had battle.

Activity 37: Compare How the Humans and the Martians are Presented (Chapter 12)

1.

Quotations to describe humans	Quotations
<i>'dumbfounded'</i>	<i>'clangorous din'</i>
<i>'hopeless of escape.'</i>	<i>'colossal figures'</i>
<i>'scrambling out of the water'</i>	<i>'white flashes'</i>
<i>'like little frogs hurrying through grass'</i>	<i>'strange, swift and terr'</i>
<i>'running to and fro in utter dismay'</i>	<i>'The houses caved in as'</i>
<i>'scalded, half blinded, agonised'</i>	<i>'licking off the people v'</i>
<i>'staggered through the leaping, hissing water towards the shore'</i>	<i>'It swept across the rive'</i>
<i>'fell helplessly'</i>	

2.-4. Students' own responses

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Activity 38: We Meet the Curate (Chapter 13)

1.

Appearance	Personality	
Seated Soot-smudged shirt sleeves (p. 69) 'blankly staring' and 'looking vacantly' (p. 69) – shocked, unable to articulate, feeling shaken Thin white hand (p. 70) – Weakness? Fragility?	'Stared silently' (p. 70) – contemplating 'driven him to the verge of his reason' = losing his mind, hints at madness and loss of mental faculties and reasoning Doesn't answer the narrator's questions – lost in his own world Rambling sentences – fearful and frightened Many interrogative sentences – needs answers and is confused 'relapsed into silence' (p. 70) – pessimistic and afraid	Bel god Bel and Bel surv

2.–3. Students' own responses

4.

	What does this show about the
'You must keep your head. There is still hope.' (Narrator)	Narrator is frustrated by the curate and his inability doesn't want him to just give up. The narrator begins to keep thinking of how to survive.
'Be a man!' (Narrator)	The narrator feels the curate is not behaving in a Victorian context too, the narrator wants the curate to think of a plan, to act upon it and so on. He thinks the curate is weak and wants him to stop worrying and start acting.
'What is that flicker in the sky?' (Curate)	The curate is relying on the narrator to explain the flicker. The curate seems afraid and doesn't understand what the narrator does. The narrator appears in a more active role and more of an expert regarding the aliens. The curate asks the narrator to help calm him down.

Activity 39: How is fear and terror presented? (Chapter 14)

1.

The narrator's brother (in London) looks out of his attic window to investigate
A policeman is waking people up and telling them the Martians are coming.
Soldiers are drumming and trumpeting.
Church bells are ringing.
People start waking up – noises of doors and windows opening, and lights coming on.
'Flying vehicles' – people start to flee in cabs and carriages.
Man who lives across from the brother appears in a state of undress, straight from bed.
People on the streets huddling together and talking.
The man repeats his question: 'What he devil is it all about?'
Newspaper sellers shouting out frightening headlines.
Long sentence by Wells that tells us that across the whole of London this situation is spreading.
More and more people leaving.
Shouts of 'Black smoke!'
Fear is spreading: 'contagion'.
Commander-in-Chief has said in the paper that people have to leave... or die!
Six million people all leaving the city
Church bells are ringing.
A cart is smashed.
His landlady was at the door – not dressed properly.
The brother gets his money and flees.

2. Students' own responses

Activity 40: GCSE Assessment Support

Students' own responses

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Activity 41: You're the Teacher!

Students' own responses

Activity 42: Chapter 15

The missing words are:

- A eight o'clock; howls; volunteers; running
 B hit; legs; heat ray; remain still; crawls; four; thick black; curved/crescent
 C curate; pointless; ditch; curate; organised; hive of bees
 D curious
 E hills; hooting; gas; pouring; cloud; die; chemical; sank
 F combined; dust; unclear; high; spire; day; steam; house; eleven; rattle; fifteen; char
 G gas; heat ray; midnight; ablaze; black; use; humans
 H Richmond; evacuate; brother

Activity 43: Wells' Use of Sensual Language (Chapter 15)

Students' own responses

Activity 44: Chapter 16

Topic	Key Quotations
Images of violence	<ul style="list-style-type: none"> 'revolvers were fired, people stabbed' (p. 92) 'cut mouth, a bruised jaw, and bloodstained kn 'fighting to come at the water' (p. 103)
The Narrator's brother as a 'hero'	<ul style="list-style-type: none"> 'He came upon them just in time to save them 'He professed to be an expert shot with the rev order to give them confidence.' (p. 96)
Metaphor of comparing the London refugees with water	<ul style="list-style-type: none"> 'a boiling stream of people' (p. 97) 'the figures poured out past the corner' (p. 98)
Images of suffering	<ul style="list-style-type: none"> 'sad, haggard women' (p. 99) 'skins were dry, their lips black and cracked' 'thirsty, weary, and footsore' (p. 99) I can't go on! I can't go on!' (p. 100) 'beginnings of hunger, the night was cold, and (p. 103) man crushed under the horses due to own gre
Mrs and Miss Elphinstone	<ul style="list-style-type: none"> p. 95 – last paragraph p. 96 pp. 102–103 – Miss Elphinstone gets tough! 'For the second time that day this girl proved h

Activity 45: Snapshots of Humanity (Chapter 16)

Students' own responses

Activity 46: Chapter 17

- It is a life-changing situation. The future of humanity is threatened. The inhabitant exodus. The aliens are obliterating the countryside and getting closer and closer to
- This is used again as an example to show how humans are opportunists and manipulate people a lot to get on and once on board they then expect more money for food. The
- The narrator's brother responds in a similar way to the narrator with a mixture of a
- A big vessel called the *Thunder Child* appears, which has the capacity for shooting and challenge the Martians with its force and size. It is a steamer and can fire. It manage
- The humans appear to be galvanised by the steamer's victories. There is camarader possibly disbelief. It seemed so close to annihilation for humankind but at the last n be vulnerable and that they can be destroyed.
- Book 1 ends with a cliffhanger as there is an ambiguous air. Despite the apparent v jubilant mood, the final lines create an ominous mood and hint that trouble is lurking there are now hints that a further alien invasion may occur with another visitation f here to create a tense, apocalyptic mood which doesn't bode well for Book 2! The f in the sky make it even more tense as humankind returns to being the victim and p The narrator's brother can only look and watch... and wait!

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Activity 47: Annotating (Chapter 17)**Paragraph 1:**

- Find four examples of how humans are presented.
 - 'poured the same frantic rout'
 - 'streaming fugitives'
 - 'human agony of terror and physical distress'
 - 'swarming of black dots'
 - 'a stampede gigantic and terrible'
- Find one example of how the future of humanity is presented.
 - 'massacre of mankind'
- How many humans are there? What are they doing?
 - 'six million people' all fleeing London to escape the coming alien invasion

Paragraph 2:

- What are the Martians doing to Earth?
 - 'blotted'
 - 'each black splash grew and spread'
 - The aliens are wiping out and destroying the planet – burning it.

Paragraph 3

- How are the Martians presented, and what are their plans? Find four points.
 - 'calmly and methodically'
 - 'spreading their poison-cloud'
 - Aimed at 'complete demoralization and the destruction of any opposition'.
 - 'cut every telegraph'
 - 'wrecked the railways'
 - 'hamstringing mankind'
 - Stopping communication, movement... trying to trap humans

Paragraph 4

- Why are there so many steamboats and shipping boats?
 - People paying lots of money to escape – they were 'tempted' by large sums
- How do people react when they see the black smoke?
 - 'mad confusion, fighting and collision' – everyone wants to get on a boat and escape
- Find two examples of human behaviour which is disorderly.
 - 'sailors [...] had to fight savagely' and others were 'clambering down the piers'

Paragraphs 5 and 6

- Choose four key pieces of information that we are given here about the alien takeover.
 - An alien waded in the Thames.
 - Cylinder 5 fell.
 - Cylinder 6 fell.
 - The aliens took over London.

Paragraph 7

- Find three examples of humans becoming desperate.
 - Ownership of property stopped
 - People taking farmers' crops and cattle
 - Some returning to London for food
- What is happening in Birmingham?
 - Half the government met there – planning to use 'high explosives' in 'mines across the country'

Activity 48: Relationships between the Characters

Students' own responses

Activity 49: H G Wells' style

Students' own responses

Activity 50: Structure in Book 1 (AO1)

Students' own responses

Activity 51: Analysing the Form in Book 1

Students' own responses

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During Reading Activities: Book 2

Activity 52: The Earth under the Martians

Students' own responses

Activity 53: Making Predictions (Chapter 1)

1. Students' own responses
2. Focus students to consider how much we require as human beings to survive and how much a simple organism, compared to the aliens whom we discover need relatively little.
3. You spend 1.5 years in the bathroom.
You spend a total of 92 days on the toilet.
Men spend four more minutes on the toilet than women daily!
You spend 2.5 years cooking.
You spend 3.66 years eating, about 67 minutes a day.
You spend 25 years sleeping.
4. Students' own responses

Activity 54: 13 Quick Questions While Reading Chapter 1

1. 'empty house at Halliford, whither we fled to escape the Black Smoke' (p. 115)
2. 'I tired of the sight of his selfish despair' (p. 115)
3. 'My mind was occupied by anxiety for my wife' (p. 115)
4. 'we were astonished to see an unaccountable redness mingling with the black of the sky'
5. 'I sought out food and drink' (p. 116)
6. 'crouched, weeping silently, and refusing to stir again' (p. 117)
7. 'my fixed idea of reaching Leatherhead would not let me rest' (p. 117) Wants to find a way out
8. He 'picked them up one by one [...] tossed them into the great metallic carrier' (p. 118) collecting humans.
9. 'I found nothing eatable left in the place' (p. 119)
10. 'then came a blinding glare of vivid green light' (p. 119) The fifth cylinder has crashed
11. 'the body of a Martian, standing sentinel [...] over the cylinder' (p. 121)
12. 'we lay quite still in the scullery' (p. 121)
13. 'I heard him crawling after me.' (p. 121) Both eating food

Activity 55: An Idiot's Guide to the Martians (Chapter 2)

Students' own responses

Activity 56: Chapter 3

1.
 - 'He was as lacking in restraint as a silly woman.' (p. 131)
 - 'drove me [...] to the verge of craziness' (p. 131)
 - 'He ate and drank [...] in heavy meals.' (p. 132)
2.
 - They came 'to blows'. (p. 132)
 - 'my flash of rage' (p. 132)
3.
 - 'white aluminium [...] bars' (p. 133)
 - 'swift and complex movements' of the machines (p. 133)
4.
 - 'I saw by the green brightness that it was a man.' (p. 134)
 - Martians are taking out humans – still alive – from their baskets and then there is
 - cheerful hooting from the Martians.' (p. 134)
5.
 - 'I tried in vain to conceive some plan of escape [...] I was able to consider our position'
 - 'he had already sunk to the level of an animal' (p. 134) He was 'incapable of doing anything but
6.
 - 'I saw the lad killed [...] I actually saw the Martians feed.' (p. 135)
7.
 - 'I heard a dog howling' (p. 135)
 - 'booming exactly like the sound of great guns' (p. 135) suggests life is going on

Activity 57: Chapter 4

Students' own responses

Activity 58: Chapter 4

Students' own responses

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Activity 59: Chapter 5

Task One:

Possible response:

hope, fifteen, contrast, sweet, bright, relief, disappeared, weed, skeletons

Task Two:

'And oh! The sweetness of the air!' (p. 143)

'At length, encouraged by the silence, I looked out.' (p. 142)

'My chance of escape had come. I began to tremble.' (p. 143)

'a heart that throbbed violently' (p. 143)

Quotations should reflect the emotions and feelings of the narrator and the sense of freedom he sees in the world once he escapes from the house. There is, again, a contrast between the devastation the Martians have caused and the innate natural beauty of the world.

Activity 60: The Last Man Left Alive?

Ideas could be:

Where are the other humans?	Where have the Martians gone to?	gaunt cat	skeletons
crows	stillness	gentle breeze	bright

Poems are students' own responses

Activity 61: Chapter 6

1	How does the landscape look to the narrator? What does this suggest?	<ul style="list-style-type: none"> 'weird and lurid' Like 'another planet' (p. 144) Connotations of Mars. Suggests the Earth is dead. Hints at what the Martians may have been
2	Can you spot an example of animal imagery used to describe the narrator?	<ul style="list-style-type: none"> 'I felt as a rabbit might feel returning to workmen 'digging the foundations of a new city' He feels usurped and confused – where is he?
3	What is the main motivation that is driving the narrator on? What does he need?	Hunger (p. 144)
4	What had happened to the River Thames?	It had been 'speedily choked' by the red weed
5	What happened to the red weed eventually?	<ul style="list-style-type: none"> It died as 'quickly as it had spread'. A 'disease' Bacteria from Earth had killed it. Fronds 'shrivelled' and became 'brittle'.
6	When he reaches Putney Common, how does he describe the landscape? What does it look like has happened?	<ul style="list-style-type: none"> It was the 'wreckage of the familiar' (p. 145) Looks like a cyclone had been there.
7	Where does the narrator break in to? Is he the first person to do this? What does this suggest?	<ul style="list-style-type: none"> 'I also raided a couple of silent houses, broken into and ransacked' (p. 146) Desperation of humans, civilisation broken, conduct lost
8	What does the narrator gnaw on?	<ul style="list-style-type: none"> 'crushed and scattered bones of several sheep' (p. 146) He's gone a bit Bear Grylls!
9	What can the narrator hear?	Silence (p. 146)
10	How does the narrator describe himself at the end of the chapter?	'the last man left alive' (p. 147)
11	Which two European cities does the narrator mention and why?	<ul style="list-style-type: none"> Berlin Paris Focuses us again on the real, familiar world and the landscape he is now in. Back to the real world. Reminds us that the Martians could now be here. 'Zooms out' to make us think of the wider world. Where are the Martians?

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Activity 62: Chapter 7

1.

Quotation	What is happening?	Analysis – subject text / H
<i>'I found a rat-gnawed crust.'</i>	The narrator is desperately searching for food.	Adjective – 'rat-gnawed' 'Rat' – repeated lexis connotations of vern
<i>'prowled from window to window, peering out for some sign of these monsters.'</i>	He is fearful and fitful; trying to find out where the aliens are.	Dynamic verb – 'prowl' Emotive language – 'f
<i>'gave me no sensation of horror or remorse to recall'</i>	He doesn't feel any guilt or sadness when he thinks of the curate's death.	Emotive language – 'f' between them was s
<i>'like a rat leaving its hiding-place'</i>	He leaves the house to look for food.	Simile – humans are and sly
<i>'my heart ached for her, and the world of men.'</i>	He feels lonely and isolated. He wants company and to return to his old life.	Verb – 'ached' – pair
<i>'I distinguished the green slime of ditches mixing with the pale drab of dried clay and shiny, coaly patches.'</i>	This is a description of what is on the artilleryman's clothes and shows how undignified, base and rustic men had become. There are no longer uniforms or ranks.	Colour imagery – 'gre appearance – contra Adjectives – 'shiny', 'c habitat that he now li
<i>'Let us crawl under those bushes and talk.'</i>	The two men talk but have to do it secretly. There is fear and trepidation.	Dynamic verb – 'craw
<i>'Nothing's to be done. We're under! We're beat!'</i>	The artilleryman believes the future of humanity is over. Humans can't beat the Martians.	Short sentence/excla outburst Pronoun – 'we' – all o suffering
<i>'It never was a war, any more than there's war between man and ants.'</i>	He explains how unfair and one-sided the battle was. The Martians were in complete control.	Animalistic imagery – insignificant and vuln
<i>'there won't be any Royal Academy of Arts, and no nice little feeds at restaurants.'</i>	He suggests that all of man's culture has been destroyed. There won't be opportunities for leisure, refinement or achievements.	Sarcastic tone – 'nice cultured, rich life are changed Declarative sentence
<i>'And I don't mean to be caught, either, and tamed, and fattened and bred like a thundering ox.'</i>	He thinks the aliens will breed humans for their own consumption. He is unwilling to have this done to him.	Listing of verbs – sho Animalistic imagery – treated like oxen and purposes
<i>'We men are beat. We don't know enough. We've got to learn before we've got a chance.'</i>	The artilleryman believes that the remaining humans need to start training in how to survive.	Short sentences – pos drumming a message Repetition/parallelis or speech. He's tryin his cause.

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Quotation	What is happening?	Analysis – subject to / H
<i>'we will go savage [...] into a sort of big, savage rat.'</i>	The artilleryman believes that in the future humans will be hunted by the aliens for their food and will lose their cultural identity.	Animalistic imagery – future – no control, no importance Repetition/emotive language – barbaric, lose all the and cultured species
<i>'I believed unhesitatingly [...] in his forecast of human destiny.'</i>	The narrator has been persuaded by the artilleryman's vision of the future. He thinks he should help him dig an underground chamber, and try to rise against the Martians.	Adverb – 'unhesitatingly' – narrator has been in shows the strength of Noun – 'forecast' – for about what will happen
<i>'Champagne! [...] Look at these blistered hands!'</i>	Despite the artilleryman saying there is lots of work to be done and how difficult life is, he soon takes a rest and offers the narrator champagne!	Noun – 'champagne' – wealth and luxury – Wells makes us think different way to how Short exclamatory sentence
<i>'I resolved to leave this strange undisciplined dreamer of great things to his drink and gluttony.'</i>	The narrator becomes frustrated with the artilleryman. He realises that the artilleryman is just talking about his plans and schemes and isn't doing much to put them into action. He views him critically as someone who has too many vices and who acts on human impulses. The narrator is keen to find his wife. He wants to act; not just sit and talk.	Verb – 'resolved' – shows character – the narrator leave Adjectives – 'strange' – the artilleryman for not being able to work hard Emotive language – 'gluttony' – artilleryman's lifestyle

2. Students' own responses

Activity 63: Chapter 8

1.

Black	Red	
A man was lying 'as black as a sweep with the black dust' (p. 163) 'black dust' (p. 163) 'black powder' (p. 163) 'black powder' (p. 163)	'red weed was tumultuous' (p. 163)	'from pat 'wh

2. 'sobbing' (p. 164)
'superhuman note' (p. 164)
'dismal howling' (p. 165)
'keeping on perpetually' (p. 164)
'great waves of sound' (p. 164)
'desolating cry' (p. 165)
'perpetual sound' (p. 166)
'monotonous crying' (p. 166)
'wailing sound' (p. 166)

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3. Are these statements true or false?

	True?	
a. Dogs are running through the streets with Martian meat.	✓	
b. It is sunny and bright.		It is dark the end
c. The narrator decides he wants to die and approaches the Martian so this can happen.	✓	
d. The birds are terrified of the Martians.		They are over the
e. There were five dead Martians.		'Nearly f
f. The Martians had been killed by cannons and gunfire.		They hav the same entire re
g. The narrator feels hopeful that humanity can rebuild London and be strong again.	✓	
h. The sun is setting towards the end of this chapter.		It is sunr fresh sta

4. The rising of the sun towards the end of the chapter links in with a new dawn and a implications for the future of humanity, which now appears more hopeful and prom the world is now basked in light rather than darkness it connotes more optimistic ti

5. Explore the following quotations:

Quotation	What is happening here?	Subject Termin emplo
<i>'Why was I wandering alone in this city of the dead? Why was I alone when all London was lying in state, and in its black shroud?'</i>	The narrator is deliberating why he has survived when others have died. He is questioning his existence.	Rhetorical ques Anaphora – rep shows his mind state Metaphor – 'bla death and deca mourning that v tragedy
<i>'The silence came like a thunderclap.'</i>	The narrator is fully aware of the surroundings and environment he is in. The eerie atmosphere is powerful and unsettling.	Oxymoronic ph Simile Sensory langua All emphasise h the silence felt
<i>'Night, the mother of fear and mystery, was coming upon me.'</i>	The narrator is beginning to spend the night alone in London with all the signs of decay and death. He feels terrified.	Metaphor – 'mo Emotive langua Pathetic fallacy negative conno All emphasise th narrator is feeli
<i>'stretched the great Mother of Cities'</i>	The narrator is standing on the hill surveying the scene and looking down at London.	Verb – stretchi city which show to destroy it. It upsetting that s can be defeated Adjective – 'gre Metaphor – 'Mo for London – sh narrator felt for
<i>The survivors were 'leaderless, lawless, foodless'.</i>	This shows how destitute humans have become. They are vulnerable, weak and struggling to survive.	Listing – shows face and the ch Emotive langua suffering and w Alliteration – er are

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6. Why are these animals mentioned in this chapter?

Dogs	Saw a dog 'with a piece of putrescent red meat in his jaws' (p. 166) They are eating alien flesh.	Horse	'skeleton shows how animals...
Birds	Eating the Martians and at home on the bodies. Connotations of scavenging.	Sheep	'Like sheep describes and says flock together'

Activity 64: Chapter 9

Question	Answer
1. What happened to the narrator for three days?	He doesn't recall what happened.
2. What is Paris the first to know?	The Martians were dead.
3. What sound is heard?	'all England was bell-ringing'
4. What do other countries start to send?	Food
5. What happened to the narrator at St John's Wood (London)?	He was found 'weeping and wailing'
6. What had happened in Leatherhead?	It had been destroyed.
7. How long did the narrator stay with the family?	Four days
8. Where is the narrator going to?	He wants to return home.
9. How are people's faces and eyes described?	Large and bright eyes (hope) Yellow faces (suffering)
10. London is described as a city of ___?	Tramps
11. What has started to be published again?	Newspapers – Daily Mail
12. What does the newspaper reveal?	The Martians knew how they were discovered.
13. What does the narrator see everywhere when he looks out of the train window?	'sunlit devastation' (p. 17)
14. What has happened to the landlord of the Spotted Dog?	He had been buried.
15. How does he feel when he sees his house?	'quick flash of hope' but then...
16. How long has the narrator been away for?	Four weeks
17. What are on the staircase?	Muddy footsteps from the...
18. Which words describe how the narrator and his wife feel?	'Amazed and afraid' (p. 21)
19. What does the narrator's wife do at the end of the chapter?	faints

Extension:

- The flashbacks help to connect the two books and join the narrative together.
- They create a more cohesive narrative.
- They show the scale of change.
- They emphasise the tragedy of the war.
- They make it clear how the narrator has suffered and give us an insight into how he is thinking.

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Activity 65: Chapter 9

1. There are many examples in this chapter of how the world has been affected by the war. List examples from the chapter for each of the boxes below:

Effects on the Earth – how has the landscape been affected?	Effects on the Narrator – how is he presented?
<ul style="list-style-type: none"> • Streets were ‘dark, strange and empty’ (p. 173) • Red weed ‘clambering over the buttresses of Waterloo Bridge’ (p. 174) • ‘face of London was grimy with powder of the Black Smoke’ (p. 174) • ‘Gaunt and unfamiliar’ (p. 175) • ‘scorched greys’ (p. 175) • ‘neck high with red weed’ (p. 175) 	<ul style="list-style-type: none"> • A ‘demented man’ (p. 172) • A ‘lonely man’ (p. 173) • ‘a growing craving to look once more on whatever remained of the little life that seemed so happy and bright in my past’ – nostalgic, wistful (p. 173) • A ‘melancholy pilgrimage’ (p. 173) – Feels he must do it. • ‘I was in no mood for casual conversation’ (p. 174) • ‘For a time I stood regarding these vestiges’ (p. 175) – respectful and sad • When he sees house, he feels ‘hope’ that ‘fades’. (p. 175) • Thinking of the past a lot and how quickly things can change – (p. 176) • ‘startled’ when he hears a voice (p. 176) • Amazed and afraid – (p. 176)

2. Can you list examples of how life has returned to normal and how humans are trying to rebuild?
- Busy streets
 - People ‘busied in a thousand activities’
 - Police on the corners
 - Newspapers being published
 - Trains running
 - People out and about in the streets and looking at the cylinder
 - Neighbours in their gardens

Activity 66: Chapter 10

1. It is written after the events have taken place so it suggests reflection and hindsight. List examples of facts and figures, which give it a realistic feel.
- 2.

<i>‘The terrible disasters at the Ealing and South Kensington laboratories have disinclined analysts for further investigations.’</i>	This suggests the humans have tried to investigate but not been successful enough, or maybe underestimated it. ‘Terrible’ suggests that the scientists have been injured/burned and, as they are human, inferior species as they cannot fully understand the Martians. It seems as if they are out of their depth and cannot understand. The Martians continue to cause destruction.
<i>‘But everyone is familiar with the magnificent and almost complete specimen in spirits at the Natural History Museum.’</i>	The Martians have left a legacy. Humans view the ‘War of the Worlds’. Even in death, there is awe and respect for the Martians.
<i>‘I do not think that nearly enough attention is being given to this aspect of the matter.’</i>	This suggests there is complacency from the narrator seems to imply that humanity is not taking things seriously, things can happen, and are not preparing for one or more attacks.
<i>‘we cannot regard this planet as being fenced in and a secure abiding-place for Man.’</i>	There may be another attack and humanity is not protected. It implies they haven’t learnt from the first attack, suggests a complacency and need for urgent action.
<i>‘The broadening of men’s views that has resulted can scarcely be exaggerated.’</i>	Humans are more open-minded now and the war cannot be viewed in the same way. The human world has completely changed.

3. Students’ own responses

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Activity 67: Inside the Narrator’s Head (Chapter 10)

Students’ own responses

Activity 68: Relationships between the Characters

Students’ own responses

Activity 69: H G Wells’ style

Students’ own responses

Activity 70: Structure in Book 2

Suggestion below for Chapters 1, 3, 5 and 6:

1	‘He made me no answer, but so soon as I began eating the faint noise I made stirred him up and I heard him crawling after me.’	The curate crawls after the narrator. It suggests he doesn’t want to be on his own, or miss out on his share of the food.	It emphasises the characters. It highlights the narrator and we can infer the narrator by following the reader questions develop, and manage to cope in this situation.
3	‘Six distinct reports I counted, and after a long interval six again. And that was all.’	The narrator, while trapped, hears sounds like guns shooting. Then there is silence again.	It shows that the narrator is out carefully for the sentence at the time. The mood is mysterious and what is happening.
5	‘And oh! the sweetness of the air!’	The narrator is elated after being able to escape from his confinement.	The mood is positive juxtapose with the tense. The fact contrasts with the exclamatory sentence left feeling empty.
6	‘Perhaps even now they were destroying Berlin or Paris, or it might be they had gone northward.’	The narrator imagines where the Martians are and the horrific rampage they are on. He speculates about their widening power and greater destruction.	The tone is positive imagining the destruction are placed into the trust him, we to the Martians. In his misleading and rampaging. We we imagine human.
Choose your own from chapters 7–10	Students’ own responses		

Activity 71: Form in Book 2

A few suggestions below:

Scientific language/references/terminology	‘My knowledge of comparative physiology...’ (p. 177) ‘putrefactive process’ (p. 177) ‘anatomical examination’ (p. 178)
Sense of realism often create by proper nouns / familiar locations	‘Carver’s suggestions’ (p. 177) ‘Lessing’ (p. 178)
References to space/aliens	‘Mars was in opposition from the point of view of the Earth’ (p. 177)
The unknown / speculation about the future	‘our views of the human future must be greatly modified’ (p. 177)
Language which creates fear, mystery or suspense	‘an unavoidable apprehension to all the sons of man’ (p. 177)

Activity 72: Plot and Structure: Chapter Summaries

Students’ own responses

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Activity 73: Characterisation: Interviewing the Narrator

Students' own responses

Activity 74: The Writer's Use of Language

Technique	This means...
Colour imagery	Use of colours and their symbolism to create effect. For example red representing danger, anger or passion
Cliffhanger	An abrupt end to a narrative to create suspense or questioning
Pathetic fallacy	The attribution of human feelings and responses to inanimate objects of nature such as the weather
Sensual imagery	Imagery which refers to the five senses: sight/visual, touch/tactile, taste/gustatory, sound/auditory or smell/olfactory
Similes	Comparing two things using 'like' or 'as'
Metaphors	Comparing two things by stating one thing is something else
Personification	Imagery whereby something inanimate is given human features and behaviour
Juxtaposition of the natural countryside vs the metallic aliens	Contrasting images/vocabulary to heighten the differences between the two
Animal imagery	References to animals, possibly through simile and metaphor
Listing	A sentence which contains a list of items. This could be syndetic (a list which includes a conjunction) or asyndetic (a list which uses commas)
Tense changes	Writing which has shifts in tense such as past, present or future
Direct address	Speaking directly to the reader and addressing them personally
Repetition	The repetition of words, images or ideas
Characters as symbols	Characters used to represent an idea, abstract noun or theme. They may be presented in a more generalised way rather than having individual characteristics.
Powerful dynamic verbs	Physical actions that can be performed; as opposed to actions carried out in the mind (stative verbs)
Adverbs	Words which describe how an action/verb is carried out
Exclamatory sentences	Sentences which end in an exclamation mark
Snippets of dialogue	A short amount of speech often used to indicate something which has been overheard or shouted out
Extracts from newspapers, letters, etc.	Excerpts or short amounts of text taken from other sources often used to create realism or show a different perspective
Short sentences	A sentence consisting of a few words
Use of experts	References to specialists and professionals
Alliteration	The repetition of a particular sound at the start of words
Biblical imagery	Religious images which are connected to people, places or events in the Bible
Foreshadowing	Hints or clues which indicate what is to come later in the narrative
Flashback	A narrative technique whereby past events are referred to
Protagonist	The main character in a narrative
Antagonist	A character who opposes or causes conflict for the protagonist

Activity 75: Characterisation in *The War of the Worlds*

1. Students' own responses
2. Wells focuses on the plot rather than characterisation; he uses many characters as characters to represent humanity as a whole.
3. As a reader, we are not overly encouraged to relate to, empathise with or become attached to the characters. We are focused more on the story and care more about the plot rather than the plot characters compared to many texts and could make a reader feel distanced and uninvolved.
4. Readers may focus more on the plot, themes, mood, setting and ideas/messages in the text. The overall impression is not of a particular person but of the overarching themes of the text.

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Whole Text Activities

Activity 76: Understanding Setting and Structure: The Cylinders

Cylinder no. and Chapter no./s	Where does it land? Do we know when?	Who finds it? What is the human
1 Chapters 2 and 3	Horsell Common Early morning	<ul style="list-style-type: none"> • Ogilvy, astronomer • Henderson, journalist • Narrator – from reading about it • Boys and unemployed men were • Then increasingly more people. <p>Intrigue / excitement / think it could be everyone inside is dead / then hyst</p>
2 Chapter 9	Addlestone Golf Links	<p>Not stated</p> <p>Humans still confident they can defeat use weapons on them by this point</p>
3 Chapter 10	Pyrford – in the woods Night-time – after 11pm During a thunderstorm	<p>Narrator views it falling as he is returning</p> <p>The tripod is then described – the events from the cylinder / events become</p>
4 Chapter 15	Bushey Park	<p>'a brilliant green meteor' (p. 89)</p> <p>Found out about this later</p> <p>This cylinder fell as the Martians were using heat rays. The fourth cylinder suggests capabilities and a growing threat. The narrator is increasingly aware that they cannot</p>
5 Book 2: Chapters 1 and 2	Sheen It is mentioned in Book 1, Chapter 15 but the location isn't revealed until Book 2, Chapter 4 – why? It is referred to later because this cylinder hits the house the narrator is in. Not elaborating creates intrigue and a more complex narrative structure. It is not linear but multistranded.	<p>'blinding glare of vivid green light' (p. 121)</p> <p>'still glowing cylinder' (p. 121)</p> <p>'fallen right into the midst of the house'</p> <p>This cylinder's location allows the narrator to see what the Martians are doing: we discover the plans for humans for and have detailed descriptions of the Martians themselves.</p>
6 Chapter 17	Wimbledon	<p>Narrator's brother saw 'the green flash'</p> <p>Build-up of destruction and panic / in the final chapter of Book 1 it seems to suggest the Martians are now close to complete control of the Earth</p>
7 Chapter 17	Primrose Hill	<p>Miss Elphinstone saw it while she was returning to her house</p> <p>Coming so quickly after the sixth cylinder, these are now set on destroying the humans have no chance of surviving</p>
8–10	'ten cylinders they had fired at us from Mars' (p. 47)	<p>By mentioning the cylinders in bulk, it emphasizes the tenacity of their attack and highlights the human position as that of victim. This helps to emphasise that the specific details are important; it is an all-out war. The narrator is necessary in understanding the story and helps to grasp that the Martians are overpo</p>

Activity 77: Characterisation Considerations

Students' own responses

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Activity 78: Understanding Setting

1. Students' own responses
2. This would create realism, thereby more fear and terror. It helps something quite real and less far-fetched. It becomes easier to imagine the extraordinary events.
3. The book would seem creative and unrealistic. By using real places, Wells puts the reader more comfortable with and used to... which makes the arrival of the Martians even more believable of his principles as he is trying to pass on a message to humans about how they act and react to recognise the world so that we are able to learn from it too.
4. London, being a capital city, is an icon of Britain and represents so much of modern Britain, which puts the threat of the Martians on a bigger scale.
5. It shows the journey that the narrator went on and links to his mission of survival. It adds to the destruction that the Martians bring. The locations add a reportage/journalistic feel to the book.

Activity 79: Themes

Students' own responses

Activity 80: Ideas and Messages

Students' own responses

Activity 81: Form

Students' own responses

Activity 82: Context – How Does the Book Affect the Reader?

	Victorian (1837–1901) audience	
The technology mentioned in the book	The concepts covered in the book, such as heat rays, flying saucers and tripods would have been eagerly read about. They were very interested in science and progress, though, so the ideas would have been startlingly interesting. There had been much advancement in transport, from carriages to the steam train to electric trams and an underground network. It was a time of great developments so the audience may have been intrigued and excited by Wells' descriptions.	More accepting of such technology. More readily accepted. Many flying cars are for sale at the end of the book. More accepting of such descriptions of such technology.
The planet Mars and the Martians	<p>Little was known about Mars and there was less information about the solar system available than today. An audience would probably have viewed Mars with extreme mystery and caution.</p> <p>However, many believed that there was life on Mars so <i>The War of the Worlds</i> would have confirmed some of their suspicions. One astronomer, who is noted in the book, is the Italian Giovanni Schiaparelli who believed he had spotted artificial canals up in outer space, while observing the red planet through his telescope. He thought that the Martian inhabitants were building waterways to allow vehicles to come and go. The Victorians believed they could possibly use gigantic lights and mirrors to send Morse signals to Mars to make contact – Source: https://www.sundaypost.com/fp/what-was-valuable-to-victorians10-fascinating-facts-from-the-era-that-wasnt-quite-as-buttoned-up-as-we-thought/</p>	<p>Look into Mars and the possibility of a settlement on Beagle 2, which was on the planet.</p> <p>We have invested in space exploration and the coverage of real Mars culture also based on texts like <i>The Martian</i>.</p>

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	Victorian (1837–1901) audience	
The strength and superiority of humanity	<p>The concepts of colonialism and imperialism should be focused on here. During this era, Britain became a superpower and strengthened its hold in Egypt, West Africa and South Africa where there were many resources which Britain wanted to control.</p> <p>A Victorian audience may have viewed humanity in a strong and powerful way.</p>	<p>There is more vulnerability of and less acceptance. Media coverage with man-made today feel vulnerable. organisations of veganism and hints at growth. A modern reaction when he is criticised.</p>
The violent descriptions of conflict and warfare	<p>Conflict and warfare was happening, but not on British soil. People would have been familiar with fighting and wars, but there would have been less media coverage. Women were often protected from stories or information involving bloodshed. Often war was presented in a glamorous or patriotic way.</p>	<p>We are often generation, as media. Since 26 days have a major threat conflict in the</p>
The portrayal of the curate and religion in the book	<p>A predominantly religious society where religious roles were treated with respect.</p>	<p>Less religious. More free speech questioning of challenge.</p>
The two women – Mrs and Miss Elphinstone – travelling alone	<p>This may have been surprising and morally dubious as women were meant to be chaperoned. They would have been seen as needing protection.</p>	<p>It is acceptable alone.</p>

Activity 83: Character Relationships in *The War of the Worlds*

Students' own responses

Activity 84: Key Quotations

Students' own responses

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