Year 9 Term 3: Imagining the Future

Throughout history humanity has always imagined what the future might bring. It is a quintessential part of being human – looking ahead and wondering what is to come for us and our world.

Oftentimes the future that is imagined is one of destruction. Within the earliest texts, such as the Bible and mythological stories, we can find tales of warning such as mass floods wiping out humanity because of their immoral behaviour. More recently, the genre of dystopian and apocalyptical fiction has become a medium for writers to use to explore what could happen to our societies if particular trends or behaviours continue a certain direction.

Science-fiction is another genre that investigates the role of technology in the future and the potential existence of other worlds beyond our own.

The writers of the texts you will study this term are not just questioning humanity's future – they are also questioning our current way of living and the possibilities of change that are open to us. We live in uncertain and turbulent times yet, as many of these writers demonstrate, there is always space for hope in our imaginings of the future.

Genres

Dystopian: an imagined state or society where there is great suffering or injustice.
Utopian: modelled on or aiming for a state in which everything is perfect; idealistic.
Science-fiction: typically deals with imaginative and futuristic concepts such as advanced science and technology, space exploration, time travel, parallel universes, and extra-terrestrial life. It has been called the "literature of ideas", and often explores the potential consequences of scientific, social, and technological innovations.
Post-Apocalyptic: aftermath of a catastrophic event that devastates humanity

Overarching Themes

- Scientific development
- Morality
- Violence and destruction
- Hope
- Love, Family, Friendship
- Fear
- Human ignorance
- Power and control
- Greed
- Death
- Nature vs. Humans

Elements of speculative fiction:

- Extra-terrestrial life
- Space travel and exploration
- Alternative histories
- Super intelligent computers or robots
- Cloning/genetics/biological experiments
- Authoritarian/totalitarian governments

Form – Narrative Perspective

Third person limited: where the narrator tells the story from the perspective of a single protagonist, referring to them by name or using a third person pronoun such as they/she/he
Third person omniscient: writing from the perspective of a narrator, hovering outside the story. The narrator knows everything, but the characters don't.
1st person: a story told in the voice of one of the characters.

Fiction Extracts

Frankenstein by Mary Shelley	Published: 1918. One of the first science-fiction novels. Critical response to the Scientific Revolution. Frankenstein succeeds in giving life to a being that he and mankind then rejects. Focuses on what happens when science isn't paired with moral responsibility.
The Island of Dr. Moreau by H.G. Wells	Published in 1869. Explores the idea of genetically altered animals and humans (Beastfolk). Wells plays on fears of vivisection and dissection in the 19th century as scientific understanding of the human body advanced. Wells had a reputation as a visionary of human development.
War of the Worlds by H.G. Wells	Published in 1897. Tells the story of a Martian invasion of England. The War of the Worlds underscores that all alien stories are, at their root, stories about discomfort with—and fear of—the unknown. The book is an homage to Darwin's theories of evolution and natural selection.
Oryx and Crake by Margaret Atwood	Published in 2003. Focuses on a character called "Snowman", living in a post-apocalyptic world. The novel explores how scientific advancement such as genetically modifying humans and animals can lead to the end of civilization.
Klara and the Sun by Kazuo Ishiguro	The novel is set in a dystopian future in which some children are genetically engineered ("lifted") for enhanced academic ability. As schooling is provided entirely at home by on-screen tutors, opportunities for socialization are limited and parents who can afford it often buy their children androids as companions. The book is narrated by one such Artificial Friend (AF) called Klara.
The Road by Cormac McCarthy	Published in 2006. Set in a hypothetical post-apocalyptic world, but the disaster leading to civilisation's collapse is never explained. All animals, plants, and humans have died off and humans have turned to violence and cannibalism. The two main characters the Man and the Boy – travel along the 'road' (a metaphor for trying to survive).
Hitchhiker's Guide to the Galaxy by Douglas Adams	At first a radio series on in 1977. Takes inspiration from Wells' War of the Worlds but is a more comic, satirical story about the invasion of Earth. Questions the meaning of life and concludes that the happiest people accept life for what it is – meaningless.
The Second Coming by W.B.Yeats	Written in 1919 soon after the end of World War I, it describes a deeply mysterious and powerful alternative to the Christian idea of the Second Coming—Jesus's prophesied return to the Earth as a saviour announcing the Kingdom of Heaven. Yeats presents a nightmarish apocalyptic scenario, as the speaker describes human beings' increasing loss of control and tendency towards violence and anarchy.
Utopia by Thomas More	Sir Thomas More (1477 - 1535) was the first person to write of a 'utopia', a word used to describe a perfect imaginary world. More's book imagines a complex, self-contained community set on an island, in which people share a common culture and way of life.

Key Language Terms

- **Symbolism**
- **Metaphor / Extended metaphor**
- **Simile**
- **Zoomorphism**
- **Personification**
- **Allusion**
- **Imagery**

Key Structure Terms

- **Semantic field**
- **Juxtaposition**
- **Anaphora**
- **Foreshadowing**
- **Asyndetic listing**
- **Syndetic listing**
- **Cyclical structure**

Key Non-fiction Terms

- **IAMAFORESTER**
- **Counter-argument**
- **Tone**
- **Purpose**
- **Audience**
- **Text-Type**
- **Writer's perspective**

Grammar – Y7 and Y8 Review

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

Pronouns: replaces a noun e.g. she, her, mine, that

Subject: Does the action in a sentence or clause

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

Past tense: used to describe things that have already happened **Present tense**: used to describe things that are happening now
Future tense: describes things that have yet to happen

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

Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so
Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Simple sentence – A sentence with only one verb and one main clause
Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction
Complex sentence – A sentence with at least one main clause and at least one subordinate clause which can't stand alone as a sentence, joined by a subordinating conjunction

Grammar Y7 and Y8 Review

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

Adverb types:
Manner: tell us how something happens e.g. angrily, quickly
Time: tell us when something happens e.g. tomorrow, yesterday
Place: where something happens e.g. everywhere, nowhere
Degree: describe the intensity of an action or quality e.g. extremely, very, too
Frequency: used to describe how often something happens e.g. constantly, frequently

Grammar Y9 Review

Prepositions
A preposition is a word that tells you where or when something is in relation to something else. Examples of prepositions include words like after, before, on, under, inside and outside.

Passive and Active Voice
Passive voice –
A clause or sentence in which the subject undergoes the action of the verb (e.g. *they were killed* instead of *he killed them)*.
Active voice -
A clause or sentence in which the subject does the action of the verb (e.g. *he killed them* instead of *they were killed.)*