

# Year 9 Term 3: Imagining the Future

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

**Usually, 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 apocalyptic fiction has become a way 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Overarching Themes                                                                                                                                                                                                                                                                                                |
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| <p><b>Dystopian:</b> an imagined state or society where there is <b>great suffering or injustice</b>.</p> <p><b>Utopian:</b> modelled on or aiming for a state in which everything is <b>perfect; idealistic</b>.</p> <p><b>Science-fiction:</b> typically deals with imaginative and futuristic concepts such as advanced <b>science</b> and <b>technology</b>, <b>space exploration</b>, <b>time travel</b>, <b>parallel universes</b>, and <b>extra-terrestrial life</b>. It has been called the "literature of ideas", and often explores the potential consequences of scientific, social, and technological innovations.</p> <p><b>Post-Apocalyptic:</b> aftermath of a <b>catastrophic</b> event that devastates humanity</p> | <ul style="list-style-type: none"><li>• Scientific development</li><li>• Morality</li><li>• Violence and destruction</li><li>• Hope</li><li>• Love, Family, Friendship</li><li>• Fear</li><li>• Human ignorance</li><li>• Power and control</li><li>• Greed</li><li>• Death</li><li>• Nature vs. Humans</li></ul> |

| Elements of speculative fiction:                                                                                                                                                                                                                                                                   | Form – Narrative Perspective                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"><li>• Extra-terrestrial life</li><li>• Space travel and exploration</li><li>• Alternative histories</li><li>• Super intelligent computers or robots</li><li>• Cloning/genetics/biological experiments</li><li>• Authoritarian/totalitarian governments</li></ul> | <p><b>Third person limited:</b> 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</p> <p><b>Third person omniscient:</b> writing from the perspective of a narrator, hovering outside the story. The narrator knows everything, but the characters don't.</p> <p><b>1st person:</b> a story told in the voice of one of the characters.</p> |

# Fiction Extracts

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| <p><b>The Island of Dr. Moreau by H.G. Wells</b></p>               | <p>Published in 1869. Explores the idea of <b>genetically altered animals</b> and humans (Beastfolk). Wells plays on fears of <b>vivisection</b> (experimenting on animals) and <b>dissection</b> in the 19<sup>th</sup> century as scientific understanding of the human body advanced. Wells had a reputation as a visionary of human development.</p>                                |
| <p><b>War of the Worlds by H.G. Wells</b></p>                      | <p>Published in 1897. Tells the story of a Martian invasion of England. The War of the Worlds shows that all alien stories are, at their root, stories about discomfort with—and fear of—the <b>unknown</b>. The book is an homage to Darwin's theories of evolution and natural selection.</p>                                                                                         |
|  <p><b>Oryx and Crake by Margaret Atwood</b></p>                   | <p>Published in 2003. Focuses on a character called "Snowman", living in a <b>post-apocalyptic world</b>. The novel explores how scientific advancement such as genetically modifying humans and animals can lead to the end of civilization.</p>                                                                                                                                       |
| <p><b>Never Let Me Go by Kazuo Ishiguro</b></p>                    | <p>Published in 2005, set in 1990s. A <b>dystopia</b> exists where many individuals are <b>cloned</b> from other people in order to be used as organ donors. Novel explores <b>what it means to be human</b> as well as questions the <b>morality</b> of cloning.</p>                                                                                                                   |
| <p><b>The Road by Cormac McCarthy</b></p>                        | <p>Published in 2006. Set in a <b>hypothetical post-apocalyptic world</b>, but the disaster leading to civilization's collapse is never explained. All animals, plants, and humans have died off and humans have turned to <b>violence</b> and <b>cannibalism</b>. The two main characters the <b>Man and the Boy</b> – travel along the 'road' (a metaphor for trying to survive).</p> |
| <p><b>Hitchhiker's Guide to the Galaxy by Douglas Adams</b></p>  | <p>At first a radio series on in 1977. Takes inspiration from Wells' War of the Worlds but is a more comic, <b>satirical</b> story about the invasion of Earth. Questions the <b>meaning of life</b> and concludes that the happiest people accept life for what it is – <b>meaningless</b>.</p>                                                                                        |

| Key Language Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Structure Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Non-fiction Terms                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• <b>Symbolism:</b> things representing other things</li> <li>• <b>Metaphor / Extended metaphor:</b> a comparison for effect</li> <li>• <b>Simile:</b> a comparison using 'as' or 'like'</li> <li>• <b>Zoomorphism:</b> giving animal qualities to a non-animal subject e.g. a human</li> <li>• <b>Personification</b> giving human traits to a non-human</li> <li>• <b>Allusion:</b> references to a person, place or another literary text</li> <li>• <b>Imagery:</b> creating an image or sensation in the reader's mind</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• <b>Semantic field:</b> words and phrases linked by a common idea</li> <li>• <b>Juxtaposition:</b> placing two ideas near each other to highlight their differences</li> <li>• <b>Anaphora:</b> repetition of words or phrases at the beginning of sentences</li> <li>• <b>Foreshadowing:</b> Hinting at events to come later in the text</li> <li>• <b>Asyndetic listing:</b> a list broken up by commas rather than words</li> <li>• <b>Syndetic listing :</b> a list broken up by conjunctions such as 'and'</li> <li>• <b>Cyclical structure:</b> the text begins and ends with the same idea or image</li> </ul> | <ul style="list-style-type: none"> <li>• <b>IAMAFORESTER</b></li> <li>• <b>Counter-argument</b></li> <li>• <b>Tone</b></li> <li>• <b>Purpose</b></li> <li>• <b>Audience</b></li> <li>• <b>Text-Type</b></li> <li>• <b>Writer's perspective</b></li> </ul> |
| Grammar Y7 and Y8 Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
| <p><b><u>Noun types:</u></b></p> <p><b>Concrete</b> – A noun we can see, hear, touch, smell or taste</p> <p><b>Abstract</b> – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension</p> <p><b>Proper</b> – A noun which is the name or title of something and is capitalised</p> <p><b>Collective</b> – A singular word used to group together a plural e.g. a group, a herd, a class</p> <p><b>Pronouns:</b> replaces a noun e.g. she, her, mine, that</p> <p><b>Subject:</b> Does the action in a sentence or clause</p> <p><b>Verb types:</b></p> <p><b>Imperative</b> – A commanding verb e.g. <u>Do</u> this work, <u>sit</u> down, <u>let's</u> go</p> <p><b>Modal</b> – A verb expressing possibility or probability e.g. will, should, could, can, must</p> <p><b>Past tense:</b> used to describe things that have already happened</p> <p><b>Present tense:</b> used to describe things that are happening now</p> <p><b>Future tense:</b> describes things that have yet to happen</p> <p><b>Main clause</b> – A clause which makes sense on its own as a sentence</p> <p><b>Subordinate clause</b> – 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</p> <p><b>Coordinating conjunction</b> – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so</p> <p><b>Subordinating conjunction</b> – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
| <p><b><u>Adjective types:</u></b></p> <p><b>Descriptive</b> – An adjective which describes factual characteristics e.g. big, green</p> <p><b>Evaluative</b> – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing</p> <p><b>Emotive</b> – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous</p> <p><b>Comparative</b> – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting</p> <p><b>Superlative</b> – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting</p> <p><b><u>Adverb types:</u></b></p> <p><b>Manner:</b> tell us how something happens e.g. angrily, quickly</p> <p><b>Time:</b> tell us when something happens e.g. tomorrow, yesterday</p> <p><b>Place:</b> where something happens e.g. everywhere, nowhere</p> <p><b>Degree:</b> describe the intensity of an action or quality e.g. extremely, very, too</p> <p><b>Frequency:</b> used to describe how often something happens e.g. constantly, frequently</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
| Grammar Y9 Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
| <p><b>Simple sentence</b> – A sentence with only one verb and one main clause</p> <p><b>Compound sentence</b> – A sentence with more than one main clause, joined by a coordinating conjunction</p> <p><b>Complex sentence</b> – 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</p> <p><b>Subject:</b> Does the action in a sentence or clause</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |