

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

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

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** (experimenting on animals) 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 shows 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.

Never Let Me Go by Kazuo Ishiguro



Published in 2005, set in 1990s. A **dystopia** exists where many individuals are **cloned** from other people in order to be used as organ donors. Novel explores **what it means to be human** as well as questions the **morality** of cloning.

The Road by Cormac McCarthy



Published in 2006. Set in a **hypothetical post-apocalyptic world**, but the disaster leading to civilization'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**.

Key Language Terms
<ul style="list-style-type: none"> • Symbolism: things representing other things • Metaphor / Extended metaphor: a comparison for effect • Simile: a comparison using 'as' or 'like' • Zoomorphism: giving animal qualities to a non-animal subject e.g. a human • Personification giving human traits to a non-human • Allusion: references to a person, place or another literary text • Imagery: creating an image or sensation in the reader's mind

Key Structure Terms
<ul style="list-style-type: none"> • Semantic field: words and phrases linked by a common idea • Juxtaposition: placing two ideas near each other to highlight their differences • Anaphora: repetition of words or phrases at the beginning of sentences • Foreshadowing: Hinting at events to come later in the text • Asyndetic listing: a list broken up by commas rather than words • Syndetic listing : a list broken up by conjunctions such as 'and' • Cyclical structure: the text begins and ends with the same idea or image

Key Non-fiction Terms
<ul style="list-style-type: none"> • IAMAFORESTER • Counter-argument • Tone • Purpose • Audience • Text-Type • Writer's perspective

Grammar Y7 and Y8 Review

Grammar – Y7 and Y8 Review

<p><u>Noun types:</u></p> <p>Concrete – A noun we can see, hear, touch, smell or taste</p> <p>Abstract – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension</p> <p>Proper – A noun which is the name or title of something and is capitalised</p> <p>Collective – A singular word used to group together a plural e.g. a group, a herd, a class</p> <p>Pronouns: replaces a noun e.g. she, her, mine, that</p> <p>Subject: Does the action in a sentence or clause</p> <p>Verb types:</p> <p>Imperative – A commanding verb e.g. <u>Do</u> this work, <u>sit</u> down, <u>let's</u> go</p> <p>Modal – A verb expressing possibility or probability e.g. will, should, could, can, must</p> <p>Past tense: used to describe things that have already happened</p> <p>Present tense: used to describe things that are happening now</p> <p>Future tense: describes things that have yet to happen</p> <p>Main clause – A clause which makes sense on its own as a sentence</p> <p>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</p> <p>Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so</p> <p>Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if</p>
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<p><u>Adjective types:</u></p> <p>Descriptive – An adjective which describes factual characteristics e.g. big, green</p> <p>Evaluative – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing</p> <p>Emotive – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous</p> <p>Comparative – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting</p> <p>Superlative – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting</p> <p><u>Adverb types:</u></p> <p>Manner: tell us how something happens e.g. angrily, quickly</p> <p>Time: tell us when something happens e.g. tomorrow, yesterday</p> <p>Place: where something happens e.g. everywhere, nowhere</p> <p>Degree: describe the intensity of an action or quality e.g. extremely, very, too</p> <p>Frequency: used to describe how often something happens e.g. constantly, frequently</p>

Grammar Y9 Review

<p>Simple sentence – A sentence with only one verb and one main clause</p> <p>Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction</p> <p>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</p> <p>Subject: Does the action in a sentence or clause</p>
