

# 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.

Offentimes 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 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.

# Fiction Extracts

<b>Frankenstein by Mary Shelley</b>	Published: 1818. 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.
<b>The Island of Dr. Moreau by H.G. Wells</b>	Published in 1869. Explores the idea of genetically altered animals and humans (Beastfolk). Wells plays on fears of vivisection and dissection 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.
<b>War of the Worlds by H.G. Wells</b>	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.
<b>Oryx and Crake by Margaret Atwood</b>	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.
<b>Never Let Me Go by Kazuo Ishiguro</b>	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.
<b>The Road by Cormac McCarthy</b>	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).
<b>Hitchhiker's Guide to the Galaxy by Douglas Adams</b>	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.
<b>The Shepherd's Crown by Terry Pratchett</b>	Published in 2015. Pratchett explores the idea of death in his final fantasy novel. Endings form the fabric of the story. Granny Weatherwax, the witch, meets Death calmly and as a respected friend.

## 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.

**1<sup>st</sup> person:** a story told in the voice of one of the characters.

## Narrative and Descriptive Writing Rules

- PPOSSAM**
- Pathetic Fallacy
  - Paragraphs
  - Onomatopoeia
  - Sentences
  - Senses
  - Alliteration
  - Metaphors and personification

## Perfect Paragraph

- Answer sentence
- Embedded evidence
- Inferences
- Techniques (language, structure, form)
- Effect of techniques
- Reader response
- Writer's intention
- Context
- Comparison

# Sentences & Grammar Term 1 Recap

- **Past participle start (-ed)**  
*Covered* with the darkness of the forest itself, the bear seemed to carry the weight of the trees on its back.
- **Present participle start (-ing)**  
*Having* no possibility of getting back to where I came from, the way ahead seemed suddenly less daunting.
- **Prepositional Push Off**  
*Beneath* the thirty or forty feet of the trees' rise, the world seemed to have come to an end.
- **Lightning List**  
The forest gave me **silence, shade, secrets, solitude.**
- **Relentless Rhythm**  
*I ran through the trees **and** over the roots **and** past the shadows **and** into the unknown.*
- ❖ **Asyndetic listing:** A list without conjunctions e.g. 'old, decaying, broken, scratched'
- ❖ **Polysyndetic listing:** A list using consistent conjunctions e.g. 'old and decaying and broken and scratched'
- ❖ **Prepositions:** A preposition is a word or group of words that is used to show direction, location, time, or to introduce an object.

# IAMAFORESTER Techniques

Technique	Definition	Example
<b>Imperative verbs</b>	Verbs that give a <b>direct command</b> or instruction.	' <b>Buy</b> now!' ' <b>Sign</b> up today.'
<b>Appeal</b>	Using words like 'we', 'our', 'us' to include the reader/audience.	We all must act now!
<b>Modal verbs</b>	<b>Helper verbs</b> that show the <b>possibility, necessity, or certainty</b> of something happening.	' <b>Must,</b> ' ' <b>should,</b> ' ' <b>could,</b> ' ' <b>might,</b> ' ' <b>will,</b> ' ' <b>can.</b> '
<b>Alliteration</b>	The <b>repetition of the same sound</b> at the beginning of words close to each other.	'Fierce fire flew.'
<b>Figurative language</b>	Using words or expressions that are <b>not meant to be taken literally</b> to create a clearer, more powerful image.	Includes <b>similes, metaphors, and personification.</b>
<b>Opinion</b>	A <b>personal belief or judgment</b> that isn't necessarily based on fact.	'This is the <b>best</b> movie ever made.'
<b>Rhetorical question</b>	A question asked purely to <b>make a point</b> or create a dramatic effect, not to get an actual answer.	'Can we really afford to wait?'
<b>Emotive language</b>	Words chosen specifically to <b>create a strong emotional reaction</b> in the reader (like anger, joy, or sadness).	Using words like ' <b>tragedy,</b> ' ' <b>evil,</b> ' or ' <b>delightful.</b> '
<b>Statistics</b>	<b>Numerical facts</b> or data used as evidence to make an argument seem more reliable.	'75% of users prefer this product.'
<b>Triadic structure</b>	Presenting <b>three related words or phrases</b> in a list to emphasise a point or make it memorable (often called the 'rule of three').	'Faster, cheaper, and safer.'
<b>Exaggeration</b>	Overstating something or making it seem <b>much more important or dramatic</b> than it actually is.	'I've told you a million times!'
<b>Repetition</b>	<b>Repeating a word, phrase, or idea</b> more than once for emphasis.	' <b>Never</b> give up, <b>never</b> surrender, <b>never</b> stop trying.'

# Sentences & Grammar Term 2 Recap

- **Comma Sandwich**  
*The expanse of trees, which shifted in darkness, fully surrounded me.*
- **Semi-colon Split**  
*The birds had long since disappeared; there was no open space for even the smallest of birds.*
- **Colon Clarification**  
*There was the faintest of sounds that seemed to touch the space between the trees: it was my own breathing.*
- **The Writer's Aside**  
*The familiar world – as you can imagine – was a million miles away.*

## Key Terms

- Protagonist:** The main character or hero of the story.
- Setting:** The place/time when the text is set.
- Characterisation:** How a writer builds up an idea of a character through speech, dress, actions etc.
- Imagery:** When the writer creates a vivid picture in the reader's mind through their description. E.g. "*Glittering white, the blanket of snow covered everything*"
- Personification:** Giving human features to non-human things. E.g. "*The moon watched over us*"
- Foreshadowing:** When the writer hints at events that could happen later in the text.
- Symbolism:** When objects or characters are used to represent bigger ideas.
- Simile:** Comparing two things using 'like' or 'as'. E.g. "*The snake moved like a ripple on a pond*"
- Metaphor:** Describes something by saying it **is** something else. It's not literal, but it helps create a vivid image or understanding. **DOES NOT** use "like" or "as". E.g. "*The world is a stage*"
- Motif:** A motif is an idea or image that shows up many times throughout a story.
- Semantic field:** Words all related to one topic e.g. '*ruined, worn out, dilapidated*' = semantic field of decay.
- Juxtaposition:** Contrasting ideas in a text.
- Anaphora:** Repetition at the start of a clause or sentence.
- Cyclical structure:** A repeated image / idea at the start and end of a text.