

# Skills for Writing

## Unit 6 Dystopia

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
1	Understand what is meant by a 'utopia' Understand how writers can use nouns and noun phrases to create an impression of a place	Students explore the features of a utopia. They then examine an extract from <i>The Beach</i> and the way in which nouns and noun phrases are used to create the setting. They then rewrite the extract to reverse its effect, beginning to explore the concept of a dystopia.	Writing: AF1, AF6, AF7 Reading: AF5, AF6	Nouns and noun phrases
2	Understand how writers can use adverbs, adverbial phrases and sentence length to control the pace of action in a narrative	Using the blurb from <i>Gone</i> , students analyse how the use of adverbs and adverbial phrases can add detail, signalling in what order, or when, or how quickly events take place. They also explore sentence structure and the way in which sentence length (complex, simple, minor) can be carefully chosen to control the pace and give a sense of sudden change.  Students plan a story based on a character who awakes to find a dramatic change then write the blurb to tempt readers to read the story, using all the techniques they have just explored.	Writing: AF1, AF5, AF6, AF7 Reading: AF4, AF5	Adverbs Adverbial phrases Sentence structure, sentence length
3	Understand the features of a dystopian narrative	This lesson consolidates the students' understanding of the dystopian genre and encourages them to begin to plan their ideas for their own dystopian story.	Writing AF1, AF2, AF3 Reading AF3, AF7	n/a

# Skills for Writing

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
4	Understand how writers use nouns and noun phrases to influence the reader's view of a fictional world	<p>Students read an extract from <i>The Hunger Games</i> which gives the back-story to the novel. They explore how noun phrases, expanded noun phrases and proper noun phrases are used by the author to influence the reader's response to the world being described.</p> <p>Students spend some more time working on ideas for their own dystopian story, creating a bullet list of events and expanding them into a paragraph which describes the history of their imagined dystopia.</p>	<p>Writing: AF1, AF5, AF6</p> <p>Reading: AF2, AF6</p>	<p>Nouns</p> <p>Noun phrases:</p> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>proper noun phrases</li> </ul> <p>Relative clauses</p>
5	Understand how choice of pronouns, nouns and verbs can influence the reader's response to characters and their points of view	<p>Students revisit the extract from <i>The Hunger Games</i>, exploring how the author uses pronouns to create two different points of view even though there is only one narrator (Katniss). They also look at the use of abstract nouns to identify ideas, feelings, emotions, etc., i.e. to reveal a character's point of view. Finally, the author's verb choice further reveals the point of view of the characters. All these devices steer the reader towards a certain response to the characters.</p> <p>Students continue their work on their imagined dystopia, writing a second paragraph employing the techniques explored in this lesson.</p>	<p>Writing: AF1, AF2, AF7</p> <p>Reading: AF2, AF3, AF5</p>	<p>Pronouns</p> <p>Abstract nouns</p> <p>Verbs</p>
6	Understand how writers explore current issues through fictional dystopian societies	<p>Students read the opening of <i>Harrison Bergeron</i> and use it as the basis of an ideas-generating lesson on how writers take existing social concerns and exaggerate them. Students then prepare for the following assessment lesson by beginning to consider and work on ideas for a dystopian short story about schools in the future.</p>	<p>Writing: AF2</p> <p>Reading: AF3, AF5, AF6</p>	n/a

# Skills for Writing

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
A1	<p>First assessment outcome</p> <p>Understand how to write a story opening using features of the dystopian genre</p>	<p>Using the Plan, Write, Reflect process, the students produce the opening of a dystopian short story about a school of the future, writing between 150–200 words.</p>	<p>Writing: AF1, AF2, AF3, AF5, AF6, AF7, AF8</p> <p>Reading: AF6</p>	<p>Application to students' own writing of grammatical features explored in previous lessons</p>
7	<p>Understand how writers of dystopian fiction include elements of the familiar within a disturbing world in order to unsettle the reader</p> <p>Understand how language can be crafted to persuade and control the reader in dystopian fiction</p>	<p>Students read an extract from <i>Do Androids Dream of Electric Sheep?</i> (<i>Bladerunner</i>) and begin to explore the authorial technique of using a familiar setting tempered by strange and unfamiliar concepts to create feelings of unease in the reader.</p> <p>Students further explore the power of persuasive language through the use of emotive adjectives, stacked in expanded noun phrases. The effect of post-modifying nouns with non-finite clauses is also explored as a technique to add detail and description.</p> <p>Finally the students write their own advert using some or all of these persuasive language features.</p>	<p>Writing: AF1, AF2, AF6, AF7</p> <p>Reading: AF3, AF5, AF6</p>	<p>Adjectives</p> <p>Noun phrases</p> <p>Non-finite clauses</p>
8	<p>Understand how writers use dialogue to convey characters' thoughts and feelings</p>	<p>Students read the opening paragraphs of the novel <i>Do Androids Dream of Electric Sheep?</i> and analyse what the dialogue tells them about the characters, their relationship and their world. Reporting verbs which suggest the tone in which the dialogue is spoken are studied, along with the technique of using simple reporting verbs, or even none at all, to focus attention on the dialogue itself.</p> <p>Students then write a short film script based on the extract.</p>	<p>Writing: AF2, AF5, AF6, AF7</p> <p>Reading: AF2, AF3, AF5</p>	<p>Dialogue</p> <p>Reporting verbs</p> <p>Identifiers</p>

# Skills for Writing

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
9	Understand how language can be used to manipulate people	Students explore extracts from Orwell's <i>Animal Farm</i> and a selection of political 'soundbites' to explore how language can be used to control people and to influence their thoughts and opinions. Students practise writing their own texts using manipulative language.	Writing: AF2, AF5, AF7 Reading: AF1, AF3, AF6	n/a
10	Understand how proper nouns can be chosen to convey a structured society in an imaginary world Understand how short, simple sentences can emphasise key moments in a narrative that highlight the dystopian features of a plot	Students read an extract from <i>Brave New World</i> , exploring how proper nouns are used to create an imaginary future. They go on to look at how short, simple sentences act like spotlights, picking out key moments in the narrative. Students use some of these techniques to expand on the text they wrote in the previous lesson.	Writing: AF1, AF2, AF5, AF7 Reading: AF3, AF4, AF5	Proper nouns Simple sentences
11	Understand how writers can create a sense of fear by controlling the release of information to the reader	Students read an extract from <i>1984</i> in which they explore how Orwell creates a sense of fear of the unknown by controlling the amount of information he gives. Students think about how much description Orwell gives through his careful choice of indefinite determiners and pronouns, giving as little information as possible while still adding to the fear of the unknown or the unseen. The students practise writing their own short extract of 40–50 words using a similar technique.	Writing: AF2, AF5, AF7 Reading: AF2, AF5, AF6	Determiners Pronouns Noun phrases

# Skills for Writing

Lesson	Learning objectives	Lesson outline	AFs	Grammar focus
12	Understand how writers can create a sense of fear through the structure of a text	<p>Students read another, longer extract from <i>1984</i>. They use it to explore how Orwell varies sentence lengths and order to create suspense and terror. They also look carefully at the author's choice of language (nouns, adjectives, verbs, adverbs and adverbial phrases) to further convey horror.</p> <p>Students then select their language carefully and vary sentence lengths and position to write a short description of something terrifying.</p>	<p>Writing: AF2, AF5, AF7</p> <p>Reading: AF4, AF5</p>	<p>Paragraph structure and sentence length/order</p> <p>Language choice including nouns, adjectives, verbs, adverbs adverbial phrases</p>
13	Understand how to plan a dystopian short story	Students plan their dystopian story for their final assessment using the structure of exposition, conflict, climax and resolution.	Writing AF1, AF2, AF3, AF4	n/a
A2	Final assessment outcome Understand how to write a dystopian short story	Students use their plan from the previous lesson, and their learning from across the unit, to write their dystopian story of 500–750 words.	<p>Writing: AF3, AF4, AF5, AF6, AF7, AF8</p> <p>Reading AF6</p>	Students use their understanding of grammatical features and their effects from previous lessons and apply them to their own writing