

Name:

Class:

Science Fictional Writing: Contents page

Your completed inquiry booklet should contain these pages in this order. Find them/ print them off and staple them together, with this page on the front, to hand in. Don't forget to put your name on this page!



1. Identifying questions to guide my investigation
(if you have a copy of this – don't worry if you don't)



2. Your investigative journal pages
If you are printing these out, be careful NOT to print any extra 'blank' journal pages after the ones you filled in!



3. Constructing my toolkit



4. Constructing my world



5. **First draft of your opening**
(if you remembered to save one)



6. Redrafting: using the literary techniques I have learnt this term in my writing



7. **Second draft of your opening**



8. Reflection on the unit

Identifying questions to guide my investigation



I already know	I wonder

1. Going places:

How technological developments in the way we travel could shape the



1. The Day "Index" page must be open before some links will take you directly to the article. If a link does not take you to the article you expect, leave the web browser open and click the link again.

2. **Do not read all the articles** – choose a few. Start with the articles from *The Day* but if you find these difficult, the articles from *The Day Explorer* are designed to be shorter and easier to read.

future

Self-driving cars

[Driverless cars ponder who should die first](#)
[Uber self-driving car kills US pedestrian](#)
[Google takes giant leap in self-driving cars](#)

[Why driverless cars will be the end of an era](#)
[Briefing: self-driving-cars](#)
[Google car crash casts doubt on robot powers](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

Other transport on Earth

[Flying cars lift off in fight for the future](#)
[Worldwide rocket travel is another mad idea](#)
[Cynics ridicule Uber's plan for flying cars](#)

[Google secretly tests electric flying taxis](#)
[The Hyperloop](#)

Space travel

[World's most powerful rocket set for lift off](#)
[Two tourists to fly around the moon in 2018](#)
[Race to make Moon Earth's eighth continent](#)
[Sputnik is 60 as new space race beckons](#)
[Take asteroid threat seriously say scientists](#)
[Meet Space Force, Trump's new military branch](#)

[Moon or Mars: choosing humanity's new home](#)
[The new satellite: on the hunt for alien planets](#)
[First luxury space hotel due to open in 2022](#)
[The bright red car drifting through space](#)
[All aboard the new mission to the moon](#)
[The real truth about daily life in Outer Space](#)
[What life on Mars might really be like?](#)
[Liquid water found on Mars](#)
[India joins space elite with mission to Mars](#)
[Chinese robot lands on the Moon](#)
[Two tourists to fly around the Moon in 2018](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
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Alien life (as a consequence of Space exploration)

[America's secret UFO research unit revealed](#)
[Not that far: a planet where life is likely](#)
[How to talk to aliens without being killed](#)

[Alien hunting telescope runs out of fuel](#)
[Weird space object could come from aliens](#)
[The new planet that could support alien life](#)
[Seven beautiful earth sized planets found](#)
[Exomars blasts off in search of alien life](#)

2. The Stuff of Life:

How technological developments in the way we understand and modify living things could shape the future



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Human genetic modification

[Fear and celebration at first edited embryo](#)
[Landmark UK vote approves three person babies](#)
[Moral storm as designer babies get green light](#)
[The future: godlike elites and useless masses](#)

[Scientists cure diseases before birth](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
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Plant and animal genetic modification

[Fears over genetically modified super fish](#)
[Trade secrets: bananageddon](#)
[How gene editing could destroy world's pests](#)
[Purple mutant tomatoes headed for UK shops](#)

[Mammoths one step closer to re-birth](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

Other genetic technologies

[Gene scientists in secret talks on replicants](#)
[How to find out your entire genetic make-up](#)
[How technology is shaping the future of love](#)

[Scientists transplant memories into snails](#)
[Genetics dream: Personalised medicine for everyone](#)
[Introducing the world's first monkey clones](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

Human technological modification (cyborgs)

[How science is transforming entertainment](#)
[Brains bionics and the future of bodies](#)
[The plan to merge human brains with computers](#)

THE DAY
NEWS TO OPEN MINDS

3. The Robots are Coming:

How technological developments in Artificial Intelligence and robotics could shape the future



1. The Day "Index" page must be open before some links will take you directly to the article. If a link does not take you to the article you expect, leave the web browser open and click the link again.
2. **Do not** read **all** the articles – choose a few. Start with the articles from *The Day* but if you find these difficult, the articles from *The Day Explorer* are designed to be shorter and easier to read.

Robots and AI at work

[Get ready for a fourth industrial revolution](#)
[Happy birthday NHS. Now bring on the robots](#)
[2017 in review: The year the robots got smart](#)
[How machines will revolutionise the workplace](#)
[How robots will run the schools of the future](#)
[Facebook robots spark new panic over AI](#)

[Now even our pets could be robots too](#)
[Your new robot puppy](#)
[Chinese robot passes national medical exams](#)
[How machines will revolutionise the workplace](#)
[Robocops fuel fears of machines eating jobs](#)
[The age of robot chefs](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

Rights for robots

[The curious ethics of cruelty to robots](#)
[Robots are electronic persons says EU](#)

[Star wars and the quest for robot rights](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

Robots and AI at home

[Amazon promises to fix Alexa's creepy laugh](#)
[The friendly chatbot that mimics your voice](#)
[Google unveils next steps in AI Technology](#)
[How relying on computers leads to disaster](#)
[How technology is shaping the future of love](#)

[How robots could take over your home](#)
[Invasion of the home help robots](#)
[Are computers getting too clever?](#)

THE DAY
NEWS TO OPEN MINDS

THE DAY
explorer
NEWS TO OPEN MINDS

Robots and AI at war

[Terminate scientists vow to block killer bots](#)
[Threat of killer robots imminent warns Musk](#)
[Armchair assassins enter ethical minefield](#)

THE DAY
NEWS TO OPEN MINDS

Finding information | Working with information

Source: Book Website Magazine Other: _____

Author: The Day News & Media Ltd (Corporate Author) _____ **Title of article:** _____

Date Published: _____ **Name of Website:** The Day / The Day Explorer (delete as appropriate) _____

URL: _____

What information have I found?

You can either copy out the information word for word (quote it), making sure you use quotation marks ("..."), or write it in your own words (paraphrase).

What ideas does this information give me for my imaginary world?

Make some suggestions for an imaginary world in the future, based on the ideas in the article from our world today.

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Constructing my toolkit: literary techniques



If you were going to build a house you would put together a **toolkit** first – now you are going to use the work you have done this term to put together a '**literary toolkit**' to help you to write your Science Fiction opening.

Think about the work you have done on Science Fiction novels. Use your class notes to help you.

Language: How did the authors build tension through their choice of *words*? Give examples.

Think about: about the particular words and phrases they chose, and also how they worked together.

Tool	Example from an opening you have studied (which book?)
<i>e.g. simile</i>	<i>"It felt as if her heart would burst." (Floodland)</i>

Structure: How did the authors build tension through the *structure* of their opening? Give examples.

Think about: what the author did and didn't tell you (and when), the sentence structure (short? long? dialogue?), why they chose to start their story at that point and whose perspective the story was told from.

Tool	Example from an opening you have studied (which book?)
<i>e.g. Leaving out important information</i>	<i>"This is the day of the reaping". Doesn't explain what "the reaping" is until much later. (The Hunger Games)</i>



Now that you have your tools – it's time to go on to construct your world!

Constructing my world

Your task will be to write the opening for a Science Fiction story. To do this well, you will need to have a clear picture of the world you are setting the story in.

In what ways has technology made my fictional world different from our world today?	
Today	In my fictional world
What does my world look like?	
Where is my story set? <i>(try to use somewhere you know – the best fiction comes from prior knowledge. Think about the postcard you wrote...)</i>	
When is my story set? <i>(past or future? How far in the future?)</i>	
Who is there? <i>(characters)</i>	
List things that characters might see, hear, touch, smell or taste that signal to the reader that the world is different. Think about the adjectives you might use.	

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Redrafting: Using the techniques we have learnt this term in my writing



Now that you have written a first draft, work with a partner to improve it. Read **each other's openings** and try to find examples of the techniques you have been studying in them. You may not be able to find an example for every box.

Name of person who **wrote** the opening: _____

Name of person **commenting** on the opening: _____

Literary techniques: (to be completed by the person **commenting** on the opening)

Short sentence	
Creating tension and suspense	
Dystopian language	Active verbs
Hint at the world being a frightening or unsettling place	
Challenge box: Figurative language (similes, metaphors, personification etc.)	

General comments: (to be completed by the person **commenting** on the opening)

I thought this worked really well in your first draft...
I think your next draft would be even better if...

Now give your comments back to the person who **wrote** the opening.

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Planning my next draft (to be completed by the person who **wrote** the opening)

What worked well in my first draft?

How can I make my second draft even better? *(you may not have something for each heading. Give examples)*

Things to **add**: *(e.g. Use more adjectives, such as...)*

Things to **change**: *(e.g. Include some shorter sentences, for example...)*

Things to **take out**: *(e.g. Don't tell the reader ... so early in the story)*



Ready to improve your work?

Use all the feedback you have been given to make the next draft even better.
Remember to save a copy of **BOTH DRAFTS** so your teacher can see what you have improved.

Reflection on the Unit



Did **connecting** what *might* happen in my opening with the world I *already* know make it easier to imagine and describe?

 Much easier

 A bit easier

 Made no difference

Explain and/or give an example



Did the questions my group **wondered** about **before** we started reading the articles give me ideas about what I wanted to look for in the articles?

 Lots of ideas

 Some ideas

 Made no difference

Explain and/or give an example



Did the articles I read during my **investigation** help to give me any ideas for my opening, and/or help me to imagine it more clearly?

 Helped a lot

 Helped a bit

 Made no difference

Explain and/or give an example



Did the time I spent **constructing** my literary toolkit **before** I started to write help me to remember to use what I had learnt from other writers this term in my own writing?

 Helped a lot

 Helped a bit

 Made no difference

Explain and/or give an example



Did the time I spent **constructing** my world **before** I started to write make it easier to write my first draft?

 Much easier

 A bit easier

 Made no difference

Explain and/or give an example



Did the feedback my partner gave me help me to make my second draft better than my first?

 Helped a lot

 Helped a bit

 Made no difference

Explain and/or give an example



Do you think working through the **FOSIL Cycle** helped you to write a better opening than if you had just written it in the first lesson?

 Helped a lot

 Helped a bit

 Made no difference

Explain and/or give an example

Turn over to reflect on your own learning...

Reflection on my learning



Things to think about:

- the opening I produced (*What was good about it? What could I do even better next time?*)
- the work I did to produce it (*Did I make good use of my time? What might I do differently next time?*)
- what I think I learnt from this Inquiry that might help me in the future.

What went well?

What could I do even better next time?

What do you think?

REFLECT

You were asked to write an opening for a *dystopian* story but, given all you have read, do you think the future will be better or worse than the present (or a bit of both)? Why?