

LITTLE TIGER CHILDREN'S BOOKS PRESENTS

CONTROL ALTER DELETE

BY K.L. KETTLE

KS4 THREE-LESSON UNIT

THE COST OF A PERFECT WORLD

KS4 Scheme of Work · English / PSHE · A three-lesson unit built around *Control Alter Delete* by K.L. Kettle

YEAR GROUP	LESSONS	SUBJECTS	OUTCOME
KS4 · Years 10–11	3 × 60 minutes	English / PSHE	A discursive response

◆ WHAT THE UNIT DOES

Students meet *Control Alter Delete* and read it as social commentary on the technology they already use. They analyse how the writer makes a dangerous idea feel irresistible, then build a sustained, evidenced argument on the book's central question — writing that maps directly onto GCSE English Language **AO5** and **AO6**.

◆ THE ARC

LESSON 1

WELCOME TO WORLD 2.0

Enter the world. Meet Hal, the central question and hope as a character, and read the novel as commentary on now.

Outcome: a position with evidence

LESSON 2

HOW THE LIE SEDUCES YOU

Analyse the writer's methods — the language and structure that make World 2.0 impossible to leave.

Outcome: a methods analysis

LESSON 3

TAKE YOUR SIDE

Sustained discursive writing on the central question, weighing and answering the other side, up-levelled with the dice mat.

Outcome: a discursive response

◆ CURRICULUM COVERAGE

English Language

Viewpoint writing (AO5/AO6); analysing language and structure (AO2); reasoned spoken discussion.

English Literature

Themes and writers' methods; relating a modern text to its social and ethical context.

PSHE / Computing

Digital wellbeing and media literacy; the ethics of data, attention and AI in everyday life.

A note on content. A fast, immersive near-future thriller — *Ready Player One* with real stakes, and less violent than *The Hunger Games*. It deals with grief and a parent's illness, some peril and a major character's death, and online unkindness — handled with care. Well suited to KS4 and sixth form (and fine from KS3 up); a quick skim lets you pick what suits your class.

LESSON 1 – WELCOME TO WORLD 2.0

Lesson 1 of 3 · English / PSHE · 60 min · Outcome: a position with evidence

◆ LEARNING OBJECTIVES

- Understand the world and central question of the novel, and how it works as social commentary on the tech we already use.
- Take an initial position on the book's question and start gathering evidence.

◆ RESOURCES

- Opening extract (one per pair)
- "Welcome to World 2.0" card
- Mini-whiteboards or paper

◆ TEACHING INPUT

15 min

Starter. One question on the board. Silent vote, hands only, no discussion yet — then point out how many hesitated.

*"A beautiful untrue life, or a **broken true one**?"*

Input. Frame the novel as social commentary. World 2.0 and the game Altercation are designed, like the systems we already use, to be almost impossible to leave. Introduce the counter-force: in this story hope is not soft. It takes the form of a character, Go — Elpis, the hope left in Pandora's jar — who refuses control and demands care, responsibility and choice. Read the extract aloud.

◆ MAIN ACTIVITY - FIRST READING, FIRST POSITION

25 min

In pairs, annotate the extract for how the world is presented — attractive, threatening, or both at once. Then, alone, each student writes their initial answer to the central question and pins it to **two pieces of evidence** from the text.

Lower

Guided annotation questions and sentence stems; find one clear piece of evidence.

Middle

Annotate independently; give a reason for the position, supported by two references.

Higher

Track the book's ambivalence — where it invites you in and warns you at once — and add a real-world parallel.

◆ SOMETHING A LITTLE DIFFERENT

Anthropomorphise hope. If hope were a person in your life, as Go is in Hal's, what would they demand of you? Write the first thing they would say.

◆ PLENARY & ASSESSMENT

10 min

Share opening positions. **Check:** can students explain what the world offers and costs, and support it with one detail from the text?

LESSON 2 – HOW THE LIE SEDUCES YOU

Lesson 2 of 3 · English / PSHE · 60 min · Outcome: a methods analysis

◆ LEARNING OBJECTIVES

- Analyse how the writer uses language and structure to make World 2.0 seductive.
- Explain the effect of specific methods on the reader.

◆ RESOURCES

- Opening extract and "Welcome to World 2.0" copy
- Highlighters or coloured pens
- Positions and notes from Lesson 1

◆ TEACHING INPUT

15 min

Starter. Show a real piece of persuasive tech copy — an app-store blurb or launch tagline. What methods is it using to make you want it?

Input. Model a method–evidence–effect annotation on one line of the World 2.0 copy. Give the toolkit: language choices, sentence and structural moves, what is withheld, and what each targets — loneliness, grief, the wish to be someone else. Name this as AO2 analysis.

◆ MAIN ACTIVITY - METHODS ANALYSIS

25 min

In pairs, annotate the extract and copy for the writer's methods. Each student then writes a short analytical paragraph — method, evidence, effect on the reader. Feed back: which method does the most work, and how?

Lower

Method–evidence–effect scaffold; analyse one method in full.

Middle

Analyse two methods, developing the effect on the reader for each.

Higher

Evaluate how the writer balances seduction and warning, and what purpose sits behind it.

◆ SOMETHING A LITTLE DIFFERENT

Write the pitch, then expose it. Rewrite "Welcome to World 2.0" as persuasive advertising, then annotate your own techniques of manipulation.

◆ PLENARY & ASSESSMENT

10 min

Each student states one method and its effect. **Check:** can they analyse a method's effect on the reader, using evidence?

LESSON 3 – TAKE YOUR SIDE

Lesson 3 of 3 · English / PSHE · 60 min · Outcome: a discursive response

◆ LEARNING OBJECTIVES

- Build and sustain an argument on the book's central question, weighing the strongest opposing view.
- Craft and up-level writing for AO5 and AO6.

◆ RESOURCES

- Positions, evidence and analysis from Lessons 1–2
- The Altercation AO5/AO6 dice mat
- Two dice per pair

◆ TEACHING INPUT

15 min

Starter. Recap the central question as a quick continuum vote across the room.

*"A beautiful untrue life, or a **broken true one?**"*

Input. Model the shape of a discursive response: position, evidence and method, the strongest counter-argument, then a rebuttal. Share sentence stems for concession and for answering the other side.

◆ MAIN ACTIVITY - SUSTAINED DISCURSIVE WRITING

25 min

Students write a developed response to the central question, using textual evidence and a method they analysed. They must set out the best argument against their view and answer it. They then roll the **Altercation dice mat** to up-level for craft (AO5) and accuracy (AO6).

Lower

Structure strip and sentence stems; one clear, supported point of view.

Middle

Full point–evidence–explanation, with a counter-argument and a rebuttal.

Higher

Sustain a line of argument, bring in real context — surveillance, recommendation systems, AI companions — and judge whether the book's hope is realistic or naive.

◆ SOMETHING A LITTLE DIFFERENT

The component that holds it up. In the book, components stand for memory and reality. Which single part of your life, if it failed, would collapse the rest? Write about it.

◆ PLENARY & ASSESSMENT

10 min

Human continuum on the central question, plus a one-sentence written stance. **Check:** sustained viewpoint with evidence and an answered counter-argument (AO5), writing up-levelled for accuracy (AO6).

Bring the author to your school

K.L. Kettle runs sixth-form and secondary sessions on tech, creativity and hope — the questions behind this unit.

Book a visit · klkettle.com