

KS4 English Narrative Writing: Developing crime story plots

In this unit students will develop their understanding of narratives.

Students will develop their understanding of how writers use language to describe settings and characters that interest and engage a reader and how writers draw the reader into the story plot. Students will use this knowledge to develop appropriate skills to identify descriptive language in their reading, watching and listening and to utilise descriptive language in their writing. Students will develop their understanding of how writers and speakers use the rules of grammar and punctuation to help to engage the reader / listener and they will practise their skills in using their existing knowledge of grammar and punctuation.

Unit Learning Objectives:

Students should use **speaking and listening** skills to participate in group discussion and interaction, using talk to organise roles and actions and actively including and responding to all members of the group

Students should use **reading skills** to identify features that writers use to provoke readers' reactions (language and structure, e.g. descriptive language, plot); to identify use of dialogue and speech marks to engage in detailed character /setting studies; and to sequence a crime story in which events are logical.

Students should use **writing skills** to create and shape their own texts, to write texts linked to a crime story; to organise information following the structure of a crime story and to develop understanding of spelling, punctuation and grammar.

Key Aspects of Learning:

Reasoning

Students will predict and anticipate events in their own crime story based on the actions of key characters and settings using the language of cause and effect.

Evaluation

Students will express their own views and preferences against agreed criteria to evaluate the work of others.

Empathy

Writing and listening to stories will help students to understand what others might be thinking or feeling in a particular situation.

Social skills

When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.

Communication

Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT if appropriate.

Key Features of Text Type

Purpose - to entertain the reader (and possibly to inform the reader or share a life lesson)

Structure - usually chronological order but can be set in the past present or future (order can be changed for dramatic effect e.g, begin with the crime)

- **Opening** - hooks the reader to want to read more, sets the scene, introduces the character and setting, includes lots of description to allow reader to visualise accurately and vividly, possibly appealing to the senses (maybe starts with action, dialogue, character or setting description etc)
- **Build up** - hints at an upcoming problem
- **Dilemma** - problem arises that has become inevitable (possibly think of unusual or different ideas, avoid cliches)
- **Resolution** - includes a resolution to the dilemma- make sure the resolution is believable and possible
- **Closing**:- finishes with an ending, possibly includes a cliff-hanger or twist

Language features - past, present or future tense; first or third person; descriptive language; dialogue.

Visual features - clear paragraphs and structure, possibly including dialogue

Examples: Myths, science fiction, parables, romance, comedy, horror, crime thriller

Keywords

Opening, hook, character, setting, hero, villain, conflict, overcome, resolution, exaggerate, describe, verb, adverb, adjective, simile, noun, pronoun, structure

Suggested Texts:

The Hound of the Baskervilles, The Da Vinci Code, Murder on the Orient Express

Cross curricular links:

Geography & History - Use knowledge of places and time to inform settings

Science - Reference to injuries and how to treat them, investigating crime

Drama - Role play and hot seating activities, investigating a crime scene

ICT Use ICT to research figures from legends to explore if they existed or are purely fictional

D and T - Making a moving monster based on a mythical beast

RRS Articles: *This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

Wks	Stage of Talk for Writing Approach	Aim	Main activity
1-4	Immersion & imitation	<p>Students learn and internalise model text.</p> <p>Students identify transferable ideas and structures</p>	<p>Cold Task / Have a Go Task</p> <p>Use an interesting stimulus/ starting point with minimal teaching and students to write a story based on a crime</p> <p>Immersion - explore a range stories, different settings and characters, explore similarities and differences and build up word bank of useful words.</p> <p>Explore structure of crime stories and differences between the two.</p> <p>Introduce model text of a crime story, story map and learn text.</p> <p>Role play scenes from model text, interview the witnesses and victim and or perpetrator</p> <p>Box up model text</p> <p>Use Narrative Therapy & Colourful Semantics to learn model text</p>
5-8	Innovation	<p>Students use ideas and structures</p> <p>Students co-construct new versions of original text with support</p>	<p>Students identify and arrange key features of a crime story.</p> <p>Students explore and rewrite character descriptions and settings</p> <p>Students explore structure of a crime story - opening, build up, problem, resolution, ending</p> <p>Students begin to create new characters (criminals, victims, witnesses), settings and events</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Box up original text and amend / innovate key elements</p> <p>Use Narrative Therapy & Colourful Semantics to revise model text</p>
9-12	Invention / Independent application	<p>Students create original texts as independently as possible</p>	<p>Students use structure of a crime story</p> <p>Students create new characters, settings and plot to create a new myth or legend</p> <p>Use word bank and structure of original and innovated text</p> <p>Use mind map to generate and record different ideas.</p> <p>Students plan, review, edit and revise their writing.</p> <p>Use Narrative Therapy & Colourful Semantics to create new text</p> <p>Hot Task / Students demonstrate what they have learnt -</p> <p>An independent task on a similar type of writing ie writing their own crime story</p>

	<u>B2 P Step 5-6</u>	<u>B2 P Step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
Key learning:					
<p><u>Subject specific knowledge</u></p> <p>Spoken language/ speaking and listening.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately.</p>	<p>Students are able to identify key ideas and concepts to describe settings, characters and to drive forward a plot.</p> <p>Students are able to identify two nouns and a verb to use in three-word simple phrases.</p> <p>Students understand who or what pronouns refer to.</p> <p>Students understand that prepositions inform where or when something is in relation to something else.</p> <p>Students know the differences between the questions 'Who ... ?', 'What ... ?' and 'Where ... ?'</p>	<p>Students recognise common objects and what they are used for.</p> <p>Students know the difference between the definite article 'the' (the man) and the indefinite article 'a' (a man).</p> <p>Students know how to conjugate regular verbs and common irregular verbs to form the past and future tense correctly e.g. walk, walked, will walk, shoot, shot, will shoot.</p> <p>Students understand the importance of turn-taking, listening to /watching others and how to speak/ act in role play with confidence.</p> <p>Students are able to identify conjunctions that communicate cause to link ideas e.g. because & so.</p>	<p>Students are able to identify descriptive language used in narrative writing.</p> <p>Students know the different forms of the verb "to be".</p> <p>Students understand a few simple emotions e.g. happy, sad, scared, excited, nervous.</p> <p>Students understand the meaning of the words 'agree' and 'disagree'.</p>	<p>Students know that stories have a beginning and an end.</p> <p>Students are familiar with book or story language.</p> <p>Students are familiar with key descriptive language.</p>	<p>Students are aware of storytelling styles.</p> <p>Students have access to a growing vocabulary.</p> <p>Students are familiar with different genres of stories</p> <p>Students are familiar with a range of drama techniques, e.g. tableau, improvisation</p>
<p><u>Subject specific skills</u></p> <p>Spoken language/ speaking and listening.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p>Students are able to combine two key ideas and concepts. They are able to combine single words, signs or symbols to provide detail and engage the listeners.</p> <p>Students are able to combine two nouns and a verb to use in three-word simple phrases eg man holds a gun</p> <p>Students begin to use the correct pronoun.</p>	<p>Students retell simple stories in one-to-one and group situations.</p> <p>Students suggest simple reasons for the actions of characters.</p> <p>Students correctly use the definite article 'the' with known nouns (the man) and the indefinite article 'a' with count nouns (a man).</p>	<p>Students add relevant details to ideas about a piece of narrative writing using descriptive language.</p> <p>Students use simple language to explain their feelings in response to a narrative scenario.</p> <p>Students use the verb "to be" correctly.</p>	<p>Students include a beginning and an end in their stories.</p> <p>Students use familiar book or story language.</p> <p>Students include detail when retelling a story and use props to support them.</p> <p>Students discuss the characters, the setting and the plot in a story.</p>	<p>Students tell a story in an appropriate style.</p> <p>Students enhance descriptions with use of a varied range of vocabulary.</p> <p>Students demonstrate an awareness of different tenses.</p> <p>Students read aloud their own writing with correct volume and tone.</p>

	<p>Students begin to use prepositions to inform where or when something is in relation to something else.</p> <p>Students answer simple 'Who ... ?', 'What ... ?' and 'Where ... ?' questions,</p> <p>Students speak or sign clearly with minimal prompting in a performance with others</p>	<p>Students are able to express ideas in longer phrases using the past and future tense correctly</p> <p>Students are able to link ideas using conjunctions that communicate cause e.g. because & so. 'He put up his hood so no one would recognise him"</p> <p>Students provide simple explanations as to why something happened or will happen.</p> <p>Students use role-play to represent personal experiences and improvise a role when performing a short simple scene.</p> <p>Students take part in group performances and deliver simple phrases with words, signs or symbols.</p>	<p>Students communicate in a fluent manner about a familiar topic or an event.</p> <p>Students explore ideas through discussion when working with others</p> <p>Students state in simple terms why they agree or disagree with a statement relating to crime.</p> <p>Students engage and respond to others in role play situations</p> <p>Students use familiar themes from home and school in role play</p> <p>Students work collaboratively with a partner in drama activities</p> <p>Students change their voice when in simple character.</p>	<p>Students make a considered prediction as to what will happen in a story.</p> <p>Students clearly express their own response to a text about crime.</p> <p>Students are able to draw a character from a description</p> <p>Students effectively communicate the key elements of a story.</p> <p>Students take part and stay on task and in role in group drama, improvisations or performances.</p> <p>Students use clues in the text or pictures to suggest the meaning of new words</p>	<p>Students discuss the setting, compares characters and discuss the storyline of longer stories.</p> <p>Students relate situations to their own experiences.</p> <p>Students make considered predictions and express opinions about the stories they read.</p> <p>Students enhance a character through voice and gesture.</p> <p>Students take part in a range of drama techniques, e.g. tableau, improvisation</p>
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Key Learning-

<p><u>Subject specific knowledge</u></p> <p>Reading</p> <p>How to infer. How to understand how language is used.</p>	<p>Students are able to name a specific story.</p> <p>Students recognise their own or a friend's name when listening to a story.</p> <p>Students are able to identify specific objects in a book.</p>	<p>Students are able to relate situations in a story to their understanding of the world and their own experiences.</p> <p>Students understand that pictures can describe their own experiences.</p> <p>Students identify that a story needs a character.</p>	<p>Students are able to identify parallels between events in stories and their own experience.</p> <p>Students understand the layout of the text e.g. captions, speech bubbles in comic strip.</p> <p>Students identify where the story happens.</p>	<p>Students know that stories should have a beginning and an ending.</p> <p>Students know stories include descriptions of character and plots.</p> <p>Students identify new vocabulary.</p>	<p>Students are able to identify conventions of fiction and non-fiction writing and their sub-types.</p> <p>Students are able to name some key features of crime stories.</p> <p>Students correctly identify parts of book presentation -- paragraphs- chapter- headings.</p>
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<p>How to understand how structure is used How to compare.</p>	<p>Students are aware of different characteristics of characters and are aware that some character are good and some are bad etc</p> <p>Students want to know what happens next in a story.</p> <p>Students communicate "Yes" or "No" to show if they enjoyed the story.</p> <p>Students recognise when the story has finished.</p> <p>Students associate a variety of noises with objects/ animals picture, e.g. car-'vroom'; cat - 'meow', etc.</p>	<p>Students are aware that pictures can tell a story.</p> <p>Students know that pictures are placed in a sequence to tell a story.</p> <p>Students know how to place pictures in a sequence to create a story.</p> <p>Students know how to communicate why they liked or disliked a story.</p> <p>Students can name typical actions associated with emotions.</p> <p>Students recognise situations in a story, e.g. danger, surprise, etc</p> <p>Students echo a member of staff slowly sounding out CVC words.</p> <p>Students matches three letter words.</p> <p>Students match four letter words with distinct shape.</p>	<p>Students know the sounds of:- ch sh th.</p> <p>Students identify how many syllables are in a spoken word.</p> <p>Students state the position of a given phoneme, e.g. the beginning, middle or end of a word.</p> <p>Students state the position of a given phoneme, e.g. the beginning, middle or end of a word.</p> <p>Students predict words using contextual clues.</p> <p>Students read high frequency common exception words.</p> <p>Students read 35 - 45-high frequency words by sight</p> <p>Students name the capital letters correctly.</p>	<p>Students distinguish between a contemporary story and one written long ago.</p> <p>Students identify key elements of the text.</p> <p>Students identify each consonant in a common initial and final consonant cluster.</p> <p>Students know all GPCs</p> <p>Students are aware that context is a key component of reading.</p> <p>Students recognises plurals.</p> <p>Students recognise common endings i.e. -ing , -ed.</p> <p>Students recognises simple prefixes or suffixes.</p>	<p>Students identify some key features of crime story language including dialogue within a text.</p> <p>Students identify specific vocabulary within a text that captures interest and imagination.</p> <p>Students know when an author has created tension.</p> <p>Students are aware that some words are spelt the same but read differently i.e. row (propel a boat) and row (disagreement).</p>
<p><u>Subject specific skills</u></p> <p>Reading</p> <p>How to infer. How to understand how language is used. How to understand how structure is used How to compare.</p>	<p>Students respond appropriately to specific characters.</p> <p>Students create their own narrative when reading a book.</p> <p>Students react if the reader changes the story or ending of familiar story poem or rhyme.</p>	<p>Students display interest in a narrative/story by asking for it again or continuing a conversation about it.</p> <p>Students respond to situations in a story, e.g. by laughing or by making a comment.</p> <p>Students describe their own experience using collected pictures.</p>	<p>Students relate an event from a story to their own experience, retelling their experience with some detail.</p> <p>Students describe the layout of the text and how it helps the reader e.g. sequence of comic strip, captions etc.</p> <p>Students express an opinion on a story.</p> <p>Students express an opinion on a character</p>	<p>Students are able to identify and record key sentences in a text.</p> <p>Students are able to name organisational; conventions of texts e.g. in a specific order, captions etc.</p> <p>Students are familiar with words that are used to describe (e.g. atmosphere / ambiance, emotions).</p>	<p>Students ask questions to help clarify what they have read.</p> <p>Students predict what might happen using details and inferences in the text.</p> <p>Students identify how an author creates tension.</p> <p>Students justify their ideas using evidence from text.</p> <p>Students make reference to the text to retell the key</p>

	<p>Students take the role of the main character in a story.</p> <p>Students answer questions such as, "Where is (the) ...?" by indicating the corresponding picture of characters or objects.</p> <p>Students answer a simple question about the story giving a single word answer.</p> <p>Students answer a two keyword question about the story.</p> <p>Students make predictions in familiar stories.</p> <p>Students describe a character or object from a story using a single descriptive word, e.g. man, tall etc.</p> <p>Students pre-empt the correct noises or signs from a known story.</p>	<p>Students use pictures to create a story</p> <p>Students retell a simple story</p> <p>Students use and order vocabulary to retell a story in own words</p> <p>Students follow a sequence of a simple picture story.</p> <p>Students sequence two or three pictures from a recorded story.</p> <p>Students create their own stories using pictures</p> <p>Students talk about their favourite character in a story</p> <p>Students offer a phrase or short sentence to describe a scene, a character or what happened next.</p> <p>Students explain simply why they liked or disliked a story</p> <p>Students explain how a character might be feeling, e.g. Jack was running because he was "scared".</p> <p>Students attempt to sound each letter out in CVC word with some support</p> <p>Students sound each letter out</p>	<p>Students draw a character using the information in a text as a guide or illustrate an event in a story.</p> <p>Students retell a simple story in sequence.</p> <p>Students talk about the important part of a story</p> <p>Students build words using ch, sh and th.</p> <p>Students use their phonic knowledge to read.</p> <p>Students blend sounds.</p> <p>Students orally blend three sounds to make a word.</p> <p>Students employ a range of skills to decode unknown words.</p> <p>Students use phonics with context to correct new words in a text.</p> <p>Students re-read new word without overt blending.</p> <p>Students add expression on successive reading of a text.</p>	<p>Students correctly identify how texts are organised, e.g. with headings, in a specific order.</p> <p>Students identify descriptive vocabulary in a text.</p> <p>Students identify beginnings and endings in stories.</p> <p>Students describe characters giving reasons for comments from the text.</p> <p>Students relate to character's dilemma.</p> <p>Students compare story beginnings and endings.</p> <p>Students explain the actions of a character.</p> <p>Students predict what might happen after reading the beginning of a story.</p> <p>Students give their reasoning behind why they think something happened/ was said/was done.</p> <p>Students read common initial consonant clusters consistently.</p> <p>Students read common final consonant clusters.</p> <p>Students read plurals.</p> <p>Students read simple prefixes or suffixes without overt sounding out.</p>	<p>points of a story or to describe the principal characters, setting and plot.</p> <p>Students explain how meaning is made clearer through type of language, structure of language or how the text is presented.</p> <p>Students confidently use knowledge of phonic structure.</p> <p>Students identify syllables.</p> <p>Students apply growing knowledge of root words, suffixes and prefixes when reading aloud.</p> <p>Students read ahead to use punctuation to add intonation.</p> <p>Students use a variety of tone and pace to enhance meaning.</p>
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Key Learning					
<p><u>Subject specific knowledge</u></p> <p><u>Writing</u></p> <p>How to plan for a letter/schedule. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>Students are familiar with captions accompanying pictures/ photos.</p> <p>Students have a basic vocabulary to use in a narrative about crime.</p> <p>Students recognise the letters in their name.</p>	<p>Students know to group letters and leaves spaces in their writing to form separate words.</p> <p>Students are aware of the sequence of letters, symbols and words to communicate a story.</p> <p>Students demonstrate understanding of how a text is arranged on the page, sequencing information from left to right and top to bottom.</p>	<p>Students are familiar with how to add suffixes to words of one syllable ending in single consonant and vowel e.g. '-ed' (clap / clapped), '-ing' (run / running), '-er' (big / bigger). '-est' (sad / saddest), '-y' (gloom/gloomy).</p> <p>Students are able to identify simple words and phrases to enhance description.</p> <p>Students begin to be able to identify when capital letters and full stops are used in writing.</p> <p>Students are able to identify how to clearly shape and correctly orientate letters.</p>	<p>Students know to structure their narrative writing with a beginning, middle and end.</p> <p>Students identify descriptive vocabulary to include in their narrative when planning their writing</p> <p>Students identify alternative words to advance the story and enhance description.</p> <p>Students read through their work to check for appropriate punctuation and vocabulary choices when drafting and writing.</p> <p>Students know when to use capital letters in their writing.</p> <p>Students spell high frequency words that do not conform phonetically.</p>	<p>Students are familiar with the meaning of a range of descriptive vocabulary.</p> <p>Students are aware of the terms of grammar - subordinate clause, direct speech/speech marks, preposition, conjunction, possessive pronoun, determiner, adverbial, vowel consonant.</p> <p>Students understand the language of punctuation.</p> <p>Students spell high frequency words that do not conform to normal patterns.</p> <p>Students know how to write in a joined up style and whether to use a diagonal; or horizontal join to a letter.</p>
<p><u>Subject specific skills</u></p> <p><u>Writing</u></p> <p>How to plan for a letter/schedule. What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<p>Students communicate with a member of staff about what they would like to write about crime</p> <p>Students separate pictures and writing.</p> <p>Students choose their own name for a character in a story.</p> <p>Students draw illustrations with their writing.</p> <p>Students find their own name on a picture.</p>	<p>Students suggest a word or phrase to include in a story.</p> <p>Students use pictures/photos for an aid to start their narrative writing.</p> <p>Students dictate a caption, e.g. for picture / comic strip.</p> <p>Students dictate a plot for their story.</p> <p>Students order the pictures / comic strip of a story about crime.</p>	<p>Students identify a range of words related to exploring and create a word bank to use in their narrative writing.</p> <p>Students create an imaginary person, event or place to use in a crime story.</p> <p>Students include some simple detail in a text and add simple adjectives to enhance detail in their writing.</p> <p>Students begin to write subordinate clauses which</p>	<p>Students build a simple profile of a character in their narrative writing</p> <p>Students use the questions - Who? When? Where? Why? when planning their narrative writing.</p> <p>Students build simple descriptions within their writing, e.g. of a character and setting in a story</p> <p>Students know to begin a new line for a speaker in narrative writing</p>	<p>Students discuss and record their ideas, mapping the progression of events in each section or paragraph, noting specific vocabulary and dialogue they wish to use.</p> <p>Students examine language and grammar, explaining simply why specific words, phrases or styles are used, and naming them, e.g. direct speech.</p> <p>Students add detail, information and observations and include descriptive writing</p>

	<p>Students produce marks or symbols associated with familiar spoken words, actions, images or events relating to crime.</p> <p>Students are able to hold a pen correctly and to follow the lines on the page to trace, overwrite or copy shapes and straight line writing patterns.</p> <p>Students select and use meaningful marks, letters, symbols and photographs to produce text on crime.</p>	<p>Students group letters and leave spaces in their writing to form separate words.</p> <p>Students select and link symbols and one or two simple key words to tell a story.</p> <p>Students write or produce letter or symbol sequences moving from left to right and make accurate use of upper and lower case letters.</p>	<p>include because, if, when and that.</p> <p>Students group sentences together logically to sequence a narrative.</p> <p>Students attempt to add suffixes to words of one syllable ending in single consonant and vowel e.g. '-ed' (clap / clapped), '-ing' (run / running), '-er' (big / bigger), '-est' (sad / saddest), '-y' (gloom/gloomy).</p> <p>Students begin to show awareness of how full stops and capital letters are used in writing.</p> <p>Students are able to clearly shape and correctly orientate letters.</p>	<p>Students use the correct tense consistently through passages</p> <p>Students use subordination in relation to time and reason.</p> <p>Students use capital letters correctly</p> <p>Students use question marks and exclamation marks correctly and to create certain effects in their narrative writing.</p> <p>Students write their ascenders and descenders clearly and consistently.</p>	<p>to inform and develop readers' interest when drafting and writing.</p> <p>In their narrative writing students include setting, plot and characters.</p> <p>In their narrative writing students include a beginning, middle and end.</p> <p>Students sequence events correctly and ensure that conflicts in stories have resolutions.</p> <p>Students read their own work to check for meaning and evaluate the use of words and unnecessary repetition.</p> <p>Students use a range of punctuation and grammatical devices s: eg fronted adverbials, conjunctions, adverbs and prepositions to express time and cause.</p> <p>Students use appropriate adjectives and adverbs.</p> <p>Students read their own work to check for tense / spelling / punctuation errors.</p> <p>Students spell simple polysyllabic words and attempt to spell most words.</p> <p>Students write in a mainly joined up style, joining letters correctly.</p>
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Personal development

KS4 only

Problem solving-

Resolving ways to create a credible crime plot and resolution.

Communication skills-

Asking appropriate questions and listening to responses, developing descriptive skills.

Self-belief-

Finding ways to get express selves

Self-management-

Linked to independent research tasks selecting appropriate information and planning and drafting a crime story.

Team Work-

Working together to create or act out own crime story

Suggested activities

Read an extract from a chosen text about crime - comprehension - true or false statements.

Read as a writer - highlight & discuss choice of all the verbs in the extract. Repeat for adverbs, alliteration, similes etc.

Use a simple five frame comic strip based on crime - students use inference to fill in speech or thought bubbles.

Research texts and/or the internet to source at least five facts and at least five inferences about a crime or criminal. Hot seating etc.

Research and choose explorer as character and destination as setting for a story. Plan structure of story - focus on punctuation, connectives and adverbs.

Visit the theatre or cinema to watch a play related to crime (Macbeth or Agatha Christie) or the cinema to see film related to crime.

Watch film / TV series clips e.g. James Bond, West Side Story, Line of Duty,

Listen to True Crime podcasts.

Online resources

Purple Mash, Espresso

Evidencing Work

All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self assess and work needs to be put in student books/ folders with next steps identified

Audio and video performances need to be recorded and formatted within Book Creator.

Reading examination at end of Key Stage

Speaking and writing assessment at the end of the unit