

Task 6

3 students

Topic: Science and Technology

Text: Film "The Matrix" (length: 4:42')

Student A

The Matrix (film: chapter 12, 37:10 — 41:52)

At the next meeting of your school's film club you want to show a dystopian movie, and you are considering choosing *The Matrix*.

You and your partners are going to watch the same excerpt from the movie and deal with different tasks based on the excerpt.

You have 20 minutes to prepare your task. You will watch the excerpt twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter: <http://unitedtruthseekers.com/profiles/blogs/the-matrix> [11.09.13]
Bei der Abbildung handelt es sich um einen *still* aus dem Film. Die Abbildung ist für die Aufgabe nicht substanziell.

1. Talking on your own (about 3-5 minutes)

a) Describe the world(s) Neo and the viewer are introduced to.

b) Choose one or two scenes from the excerpt and explain how visual and cinematic means are used to help the viewer understand the world(s) he/she is introduced to.

2. Talking together (about 10-15 minutes)

Together with your partners, explain the message conveyed in the extract and discuss whether *The Matrix* is a good example of a dystopian movie which you would like to show your fellow students. Also, refer to other dystopian works you are familiar with.

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3 students

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Student B

The Matrix (film: chapter 12, 37:10 — 41:52)

At the next meeting of your school's film club you want to show a dystopian movie, and you are considering choosing *The Matrix*.

You and your partners are going to watch the same excerpt from the movie and deal with different tasks based on the excerpt.

You have 20 minutes to prepare your task. You will watch the excerpt twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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Bei der Abbildung handelt es sich um einen *still* aus dem Film. Die Abbildung ist für die Aufgabe nicht substanziell.

1. Talking on your own (about 3-5 minutes)

- a) Explain what the matrix is, why it has been created and what purpose it serves.
- b) Analyze visual and cinematic means which are used to convey the matrix and its purpose to the viewer.

2. Talking together (about 10-15 minutes)

Together with your partners, explain the message conveyed in the extract and discuss whether *The Matrix* is a good example of a dystopian movie which you would like to show your fellow students. Also, refer to other dystopian works you are familiar with.

Task 6

3 students

Topic: Science and Technology

Text: Film "The Matrix" (length: 4:42')

Student C

The Matrix (film: chapter 12, 37:10 — 41:52)

At the next meeting of your school's film club you want to show a dystopian movie, and you are considering choosing *The Matrix*.

You and your partners are going to watch the same excerpt from the movie and deal with different tasks based on the excerpt.

You have 20 minutes to prepare your task. You will watch the excerpt twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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1. Talking on your own (about 3-5 minutes)

- a) List all references in the excerpt which show that the story is set in the future.
- b) Choose one or two scenes from the excerpt and show how visual and cinematic means are used to convey that the story is set in the future.

2. Talking together (about 10-15 minutes)

Together with your partners, explain the message conveyed in the extract and discuss whether *The Matrix* is a good example of a dystopian movie which you would like to show your fellow students. Also, refer to other dystopian works you are familiar with.

Erwartete Schülerleistungen

(Fettdruck = Note 4)

1. Student A

- a) Description of world(s):
sad/depressing atmosphere / bleak reality on run-down/old ship — empty/sterile virtual world — ruins of world of the past (TV)
- b) Explanation: how visual/cinematic means help the viewer understand world(s):
contrast between two worlds, sound effects, dark colors, clouds, lightning, focus on technical devices

1. Student B

- a) Explanation of matrix, why it has been created, what purpose it serves:
destruction of old world, creation of new world in which machines exploit men, use humans as batteries
- b) Means used to convey the matrix and its purpose:
new world replaces old world → images of robots in control, men suffering (contrasts)

1. Student C

- a) References in the excerpt which show that the story is set in the future:
Neo is being informed by other characters about his situation / brought into virtual world / sees highly developed computer technology
- b) Means used to convey that story is set in the future:
direct explanations, robots on ship, trip to virtual world, flashback on old TV screen as contrast

2. Talking together

all students:

Explanation of message:

- negative vision of future
- problem: technology will gain more and more control / men lose control

Discussion: Is film a good choice for fellow students?

- focus on target group, evaluation of quality/content of film
- detailed references to other dystopian works, focus on similarities/differences, evaluation