Task 2

Topic: Science and Technology
Text: Film “Cloud Atlas”

Visions of the future (film: 2 minutes, 39 seconds)
At the next meeting of your school’s film club you want to show a dystopian movie, and you are considering choosing Cloud Atlas.
You and your partner are going to watch the same excerpt from the movie Cloud Atlas (chapter 4, 24:40 — 27:19) and deal with different tasks based on this 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 partner.

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

a) Describe the world the viewer is introduced to. Focus on
   ➢ the setting
   ➢ the present situation the fabricant finds herself in
   ➢ the ruling principle this world is based on
   ➢ the future each fabricant eventually faces.

b) Choose a scene from the excerpt and explain how visual and cinematic means are used to help the viewer understand the world he/she is introduced to.

2. Talking together (about 10-15 minutes)

Together with your partner, compare Papa Song’s world with those depicted in other literary works or movies you are familiar with and consider whether these worlds provide a glimpse into humankind’s future.

Then discuss whether Cloud Atlas is a suitable dystopian movie for your film club.
Visions of the future (film: 2 minutes, 39 seconds)
At the next meeting of your school’s film club you want to show a dystopian movie, and you are considering choosing Cloud Atlas.
You and your partner are going to watch the same excerpt from the movie Cloud Atlas (chapter 4, 23:37 — 26:11, length: 2:34 minutes) and deal with different tasks based on this 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 partner.

1. Talking on your own (about 3-5 minutes)
a) Outline a typical Papa Song cycle.
b) Choose one or two scenes from the excerpt and explain how visual and cinematic means are used to engage the viewer’s interest in a typical day of a fabricant.

2. Talking together (about 10-15 minutes)
Together with your partner, compare Papa Song’s world with those depicted in other literary works or movies you are familiar with and consider whether these worlds provide a glimpse into humankind’s future.
Then discuss whether Cloud Atlas is a suitable dystopian movie for your film club.

Aufgabenspezifische Erwartungen an den Inhalt
(Fettdruck = Note 4)

1. Talking on your own
Student A
➢ setting: future (2144), big city, fabricant’s surroundings / work place
➢ present situation: interview with officer
➢ ruling principle: no memories, catechism “honor thy consumer”
➢ future each fabricant eventually faces: exaltation

explanation: how visual and cinematic means are used to help the viewer understand the world he/she is introduced to, e.g.:
info about the world | visual/cinematic devices
---|---
depressing atmosphere in interview | dark colors, bleak surroundings, hardly any gestures, focus on facial expression
importance of digital world, technical support | close up on gadgets, new inventions (e.g. translator)
anonymity, no privacy | large number of women, sleeping in boxes on shelves, same outward appearance, wearing metal collars
women shown = fabricants | exploitation by people from outside world | fabricants doing menial jobs, long working hours, sexual assaults

Student B
Papa Song cycle (24 hours)
- woken at half 4, getting up at same time, undressing, hygiene, dressing for work
- greeting customers in diner at half 5, serving customers all day
- at night energy drink, back to sleep in boxes

explanation: how visual and cinematic means are used to engage the viewer’s interest in a typical day of a fabricant, e.g.:

<table>
<thead>
<tr>
<th>interesting elements</th>
<th>curiosity</th>
<th>visual/cinematic devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>fabricants tells unbelievable story, officer seems very interested in what she has to say</td>
<td>fabricants speaks in engaging way, does not move</td>
<td>contrast: dark vs. bright colors, light effects; uniforms of fabricants vs. stylish outfits of people from outside world</td>
</tr>
<tr>
<td>illustration of unbearable living/working conditions/exploitation</td>
<td>choice of music/songs, star stamped on collars, on women covered by white cape, led away by men in red capes while others are watching, seeing happy for her (smiling faces)</td>
<td></td>
</tr>
</tbody>
</table>

2. Talking together
All students:
Comparison of Papa Song’s world with those depicted in other literary works/movies:
- description of worlds in chosen works (social/cultural/environmental problems / negative/positive effects of new inventions)
- parallels/contrasts between these worlds and Papa Song’s world
Comment/Discussion
- fictional world does / does not provide a glimpse into future (pro/con arguments with references to Cloud Atlas and chosen works)
- detailed references to current developments in science and technology