

Task 1

3 students

Topic: Saving the Planet

Text: Cartoon

Student A

Global warming

You are designing a flyer to make your fellow students aware of the danger of global warming.

You have each found a cartoon you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partners and state its message.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon best fits your purpose.

Refer to the quality and the message of each cartoon as well as to your knowledge of the issue. Try to come to an agreement.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:

<http://policy.mk/policywp/2010/06/cartoon-global-warming/> [10.06.13]

Task 1

3 students

Topic: Saving the Planet

Text: Cartoon

Student B

Global warming

You are designing a flyer to make your fellow students aware of the danger of global warming.

You have each found a cartoon you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partners and state its message.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon best fits your purpose.

Refer to the quality and the message of each cartoon as well as to your knowledge of the issue. Try to come to an agreement.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:

<http://www.greenoptions.com/t/1373/global-warming-cartoons> [10.06.13]

Task 1

3 students

Topic: Saving the Planet

Text: Cartoon

Student C

Global warming

You are designing a flyer to make your fellow students aware of the danger of global warming.

You have each found a cartoon you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partners and state its message.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon best fits your purpose.

Refer to the quality and the message of each cartoon as well as to your knowledge of the issue. Try to come to an agreement.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:

<http://0.tqn.com/d/politicalhumor/1/0/p/4/3/Global-Warming-Emails.jpg> [11.09.13]

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own: Detailed description of cartoons and adequate interpretation:

Student A

- two men and penguin on very small lonely island
- island is the tip of Mount Everest
- one man reading book "Stop Global Warming", the other one is telling him / the penguin that he is an incorrigible optimist
- ➔ global warming will destroy most of our planet / people will only really think about stopping the process when it is too late / hopeless situation

Student B

- beach in southern/tropical country with couple on deckchairs / with drinks/sunglasses
- enjoying themselves / the sun / their situation
- man: "...Remind me again why we should fear global warming?..", woman: "Our igloo melted..."
- ➔ people forget/ignore negative effects of global warming, willing to adapt to new situation as long as they do not feel negative effects

Student C

- two polar bears on top of world
- whole planet covered by water, no more land left
- polar bear holding a tablet in his hand comments: "Good news! I've got emails here that prove global warming's a hoax."
- ➔ too many people ignore danger of global warming, although the signs are obvious, this will lead to destruction of our planet

2. Talking together (all students):

comments on message/quality of cartoons

discussion of pros and cons → choice of one cartoon for flyer

explanation of how material serves purpose with reference to visual elements and messages

Task 2

2 students

Topic: Science and Technology

Text: Film "Cloud Atlas"

Student A

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.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<http://static.guim.co.uk/sys-images/Guardian/Pix/pictures/2013/2/21/1361468636004/CLOUD-ATLAS-008.jpg> [12.12.13]

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

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.

Task 2

2 students

Topic: Science and Technology

Text: Film "Cloud Atlas"

Student B

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.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter: <http://static.guim.co.uk/sys-images/Guardian/Pix/pictures/2013/2/21/1361468636004/CLOUD-ATLAS-008.jpg> [12.12.13]

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) 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 women shown = fabricants	large number of women, sleeping in boxes on shelves, same outward appearance, wearing metal collars
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.:

interesting elements → curiosity	visual/cinematic devices
fabricants tells unbelievable story, officer seems very interested in what she has to say	fabricants speaks in engaging way, does not move
illustration of unbearable living/working conditions/exploitation	contrast: dark vs. bright colors, light effects; uniforms of fabricants vs. stylish outfits of people from outside world
illustration of ritual of exaltation / rite of passage	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, feeling happy for her (smiling faces)

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

FOR YOUR NOTES

1. Cartoon — description, message

--

2. Important aspects that I want to mention in the discussion / that should be dealt with in our presentation

Task 3

3 students

Topic: Science and Technology

Text: Cartoon

Student A

Wind Energy

With your partners you are preparing a presentation on "wind energy" and you have decided to start your presentation with a cartoon.

You and your partners have received a cartoon each.

You have 20 minutes to prepare your tasks.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners while preparing your tasks.

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

Describe your cartoon to your partners and state its message.

(If necessary, talk about the problems you have understanding the cartoon)

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon is the best suitable choice for your presentation.

Refer to the quality and the message of each cartoon as well as to the aspects you want to focus on in your presentation. Try to come to an agreement at the end of your discussion.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:
<http://www.radicalgreenwatch.com/a/6a01538f1adeb1970b01539248a8fa970b-500wi/index.jpg>
[12.02.14]

Task 3

3 students

Topic: Science and Technology

Text: Cartoon

Student B

Wind Energy

With your partners you are preparing a presentation on "wind energy" and you have decided to start your presentation with a cartoon.

You and your partners have received a cartoon each.

You have 20 minutes to prepare your tasks.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners while preparing your tasks.

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

Describe your cartoon to your partners and state its message.

(If necessary, talk about the problems you have understanding the cartoon)

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon is the best suitable choice for your presentation.

Refer to the quality and the message of each cartoon as well as to the aspects you want to focus on in your presentation. Try to come to an agreement at the end of your discussion.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:
<http://www.radicalgreenwatch.com/a/6a01538f1adeb1970b0154361c515e970c-500wi/index.jpg>
[12.02.14]

Task 3

3 students

Topic: Science and Technology

Text: Cartoon

Student C

Wind Energy

With your partners you are preparing a presentation on "wind energy" and you have decided to start your presentation with a cartoon.

You and your partners have received a cartoon each.

You have 20 minutes to prepare your tasks.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partners and state its message.

(If necessary, talk about the problems you have understanding the cartoon)

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon is the best suitable choice for your presentation.

Refer to the quality and the message of each cartoon as well as to the aspects you want to focus on in your presentation.

Try to come to an agreement at the end of your discussion.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:

http://daryanenergyblog.files.wordpress.com/2012/08/wind_farm_cartoons2.png [12.02.14]

Reference to the first four drawings: nuclear power station, oil rig, coal mine, wind turbine

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own

Detailed description of cartoons and adequate interpretation:

Student A

cartoon consists of one drawing and two speech bubbles

- background: three wind turbines on the left, a coal and gas powered station on the right
- wind turbines covered with large spider webs
- spider coming down from one of the turbines
- turbines have obviously been out of order for some time
- coal and gas powered station produces large clouds of water vapour
- clouds provide sharp contrast to the blue sky
- foreground: two men ; man on the left is looking up to the blades of the wind turbines
- seems to be frustrated/worried
- text in speech bubble explains why: turbines have stopped turning → do not generate energy/electricity

- other man looks satisfied and tells the other one: no need to worry because the coal and gas powered station are reliable/ will never stop

Message: All forms of energy have advantages and disadvantages. Wind energy: clean and renewable form of energy but in contrast to conventional power stations wind turbines are unreliable because the blades stop turning when there is not enough wind.

Student B

cartoon consists of one drawing

- background: a solar panel and wind turbine factory with eight chimneys producing a lot of thick black smoke which pollutes the air
- smoke provides a sharp contrast to the blue sky
- foreground: lawn and large sign with smiling sun
- sign: "Solar and Wind Turbine Factory — 'Doing our part for a clean energy future!'"
- slogan and sign: sharp contrast to black smoke
- slogan: ironic

Message: Renewable energies also harm the environment - to produce clean energy wind turbines and solar panels are needed which are produced in factories.

Steel, concrete, aluminum and other materials have to be made: energy intensive processes generally involving fossil fuels

Student C

cartoon consists of four drawings and a heading

- "Arguments Against —" cartoon is meant to point out arguments against different forms of energy
- first drawing shows accident at nuclear power station: huge explosion polluting the environment
- second drawing: accident on an off-shore oil rig: black smoke polluting the air and going to pollute sea and beach; fish and other animals may also be affected by the accident
- third drawing: coal mine and black smoke polluting the air, entrance to mine blocked by large rocks — if there are miners inside they will most probably be dead.
- smoke from inside the coal mine; crosses on the left: a lot of people have already lost their lives e. g. in the coal mine / as an effect of air pollution — dangerous workplace/energy
- fourth drawing: wind turbine and man saying: "It's in my backyard!" — man is furious because the turbine is in his backyard: spoils the beauty of his backyard / is noisy

Message: There are arguments against all forms of energy, but in contrast to nuclear power stations, oil rigs or coal mines wind turbines do not pollute the environment → no serious danger to humans or animals, generate clean energy, accidents are unlikely to happen.

Offending some people's aesthetic sensibility: seen as a minor problem.

2. Talking together

Alle Schülerinnen und Schüler:

- vergleichen ihre Cartoons hinsichtlich ihrer "messages" / erkennen Unterschiede
- tauschen sich über die wesentlichen Aspekte zum Thema „wind energy“ aus (advantages and disadvantages)
- einigen sich bzgl. der Aspekte, die bei ihrer Präsentation im Mittelpunkt stehen sollen und begründen ihre Entscheidung
- einigen sich auf einen Cartoon und begründen ihre Wahl im Hinblick auf die thematische Ausrichtung ihrer Präsentation

Task 4

3 students

Topic: Science and Technology

Text: Cartoon

Student A

Genetic Engineering

You are designing a poster to inform your fellow students of a panel discussion on "Genetic Engineering".

You have each found a cartoon you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partners and state its message.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon best fits your purpose.

Refer to the quality and the message of each cartoon as well as to your knowledge of the issue. Try to come to an agreement.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden.

Er ist verfügbar unter:

<http://www.jillstaneek.com/stem-cell/cloning-dinner.html> [10.06.13]

Task 4

3 students

Topic: Science and Technology

Text: Cartoon

Student B

Genetic Engineering

You are designing a poster to inform your fellow students of a panel discussion on "Genetic Engineering".

You have each found a cartoon you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partners and state its message.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon best fits your purpose.

Refer to the quality and the message of each cartoon as well as to your knowledge of the issue. Try to come to an agreement.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:

http://www.polyp.org.uk/cartoons/environment/polyp_cartoon_GMO_Tomatoes.jpg [10.09.13]

Task 4

3 students

Topic: Science and Technology

Text: Cartoon

Student C

Genetic Engineering

You are designing a poster to inform your fellow students of a panel discussion on "Genetic Engineering".

You have each found a cartoon you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your cartoon to your partner and state its message.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which cartoon best fits your purpose.

Refer to the quality and the message of each cartoon as well as to your knowledge of the issue. Try to come to an agreement.

Aus Copyright-Gründen kann der Cartoon hier nicht abgedruckt werden. Er ist verfügbar unter:

<http://www.lasalle.edu/~price/varvel2.gif> [10.09.13]

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own

Detailed description of cartoons and adequate interpretation:

Student A

- two butchers behind their counters selling meat, female shopper who looks confused
- one behind part labeled "regular" → looks "normal", kind facial expression
- the other behind part labeled "cloned" → looks strange, twice the size of the other man, brutal facial expression
- GM food sold everywhere, quality is not better / doubtful / trustworthy
- consumers irritated / helpless

Student B

- cardboard box full of tomatoes, one tomato jumping out
- speech bubble: "... plan ... pretend to be harmless ... when they release us into environment - we go wild..."
- writing on box: "genetically modified tomatoes", "long life", "best before 2037"
- vision of the future, illustration of potential dangers
- GM food seems to be harmless, but dangers are underestimated / cannot be controlled

Student C

- lecture on human cloning, speaker says "we used the DNA of Renaissance Artists... Unfortunately, we had a slight mutation"
- next to speaker four identical creatures, looking very strange / ugly, signs in front of them: "Leonardo", "Michelangelo", "Raphael", "Donatello"
- in front of podium first row of audience, listeners seem to be interested, not shocked
 - ➔ all artists known for the beauty they produced, this cannot be reproduced
 - ➔ criticism of cloning humans, lack of beauty/variety, unnatural/inacceptable results

2. Talking together

all students:

- comments on message/quality of cartoons
- discussion of pros and cons → choice of one cartoon for poster
- explanation of how material serves purpose with reference to visual elements and messages

Task 5

3 students

Topic: Saving the Planet

Text: Two graphs

Student A

Global warming

You and your partners are working on a presentation which aims at illustrating the dangers of global warming. You have each found visual materials you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your materials and compare both messages with each other.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which materials best illustrate the necessity to slow down or even stop the developments depicted. In your discussion refer to what you know about the problem and what could be done to improve the situation.

M A1: Percentage of carbon dioxide in the atmosphere

Aus Copyright-Gründen kann die graphische Darstellung hier nicht abgedruckt werden. Sie ist verfügbar unter:

http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/rocks/fuelsrev6.shtml

[10.06.13]

M A2: Global average temperature

Aus Copyright-Gründen kann die graphische Darstellung hier nicht abgedruckt werden. Sie ist verfügbar unter:

http://www.bbc.co.uk/schools/gcsebitesize/science/aqa_pre_2011/rocks/fuelsrev6.shtml

[10.06.13]

Task 5

3 students

Topic: Saving the Planet

Text: Photograph and graph

Student B

You and your partners are working on a presentation which aims at illustrating the dangers of global warming. You have each found visual materials you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your materials and compare both messages with each other.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which materials best illustrate the necessity to slow down or even stop the developments depicted. In your discussion refer to what you know about the problem and what could be done to improve the situation.

M B1: Comparison photos of Muir Glacier in Glacier Bay National Park and Preserve, Alaska

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<http://www.fanpop.com/clubs/global-warming-prevention/images/727843/title/muir-glacier-photo> [10.06.13]

M B2: Global estimate of changes in glacier volume, based on a network of 37 glaciers in five regions in the northern hemisphere, showing volume change (blue) and year-to-year fluctuations (red)

Aus Copyright-Gründen kann die graphische Darstellung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<http://www.igbp.net/news/features/features/mountainglaciersfacetheheat.5.1b8ae20512db692f2a680002845.html> [10.06.13]

Task 5

3 students

Topic: Saving the Planet

Text: Graph and map

Student C

You and your partners are working on a presentation which aims at illustrating the dangers of global warming. You have each found visual materials you want to use.

You have 20 minutes to prepare your task.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

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

Describe your materials and compare both messages with each other.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which materials best illustrate the necessity to slow down or even stop the developments depicted. In your discussion refer to what you know about the problem and what could be done to improve the situation.

M C1: Graph illustrating global sea level rise.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<https://www.e-education.psu.edu/geog438w/node/261>

[12.03.14]

M C2: Map of sea level rise showing affected areas in the Northeastern United States with a rise of one meter in the Atlantic Ocean.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<http://www.blumarble4us.com/page07.html>

[10.06.13]

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own

Student A

Detaillierte Beschreibung beider Graphiken

- line graphs, source BBC/2011
- showing 1. percentage of carbon dioxide in atmosphere, 2. global average temperature
- period of time: 1700/1860 - 2000
- gradual increase of CO₂: 0,028 → 0,035, rising average temperature: 13,5 → 14,4
- CO₂ seems to have impact on rising temperatures

Student B

Detaillierte Beschreibung der Fotos und der Graphik

- pictures: Muir Glacier in Glacier Bay National Park and Preserve / Alaska in 1941 and 2004, ice has turned into water, forest on land where no trees used to grow
- line graph: estimated changes in glacier volume, based on network of 37 glaciers in five regions, period: 1960 - 2000
- gradual decrease in volume
- proof of year-to-year-fluctuation
- ice is melting and landscapes are changing

Student C

Detaillierte Beschreibung der Graphik und der Karte

- line graph showing global sea level rise in meters and feet, actual development from 1800-2008
- upper as well as lower estimates from 2008-2100, according to three different studies
- map showing areas in red where the level rose meter, Atlantic Ocean, Northeastern US
- sea level rise illustrated by both visuals
- Future development expected to be even worse

2. Talking together

all students:

How does material appeal to readers:

- quality
- illustration of problem

What can be done to stop global warming

- project
- political decisions

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.

Task 6

3 students

Topic: Science and Technology

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

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.

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) 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.

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden. Sie ist verfügbar unter:

<http://unitedtruthseekers.com/profiles/blogs/the-matrix> [11.09.13]

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

Task 7

4 students

Topic: Science and Technology

Text: Film (TV: 2 minutes, 5 seconds)

Student A

BBC: News 2050

At a youth conference on "Visions of the future" you want to show an excerpt of the BBC series News 2050 which focuses on a future event you want to discuss.

You are going to watch different excerpts which give detailed information about two main events. You have 20 minutes to prepare your task. You will watch the excerpts twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

Aus Copyright-Gründen kann die Abbildung zum Film hier nicht abgedruckt werden. Der Film ist verfügbar unter: *News 2050: 'Digital eye unveiled'*
<http://www.bbc.com/future/story/20130328-news-2050-digital-eye-unveiled> [26.11.13]
 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)

Sum up what the two main news items are about and mention at least one additional news item displayed in the background or on the news ticker.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which one of the six main news items you want to show your fellow students to initiate a meaningful discussion on the issue. Consider how likely it is that the event(s) described might happen.

Task 7

4 students

Topic: Science and Technology

Text: Film (TV: 2 minutes, 11 seconds)

Student B

BBC: News 2050

At a youth conference on "Visions of the future" you want to show an excerpt of the BBC series News 2050 which focuses on a future event you want to discuss.

You are going to watch different excerpts which give detailed information about two main events. You have 20 minutes to prepare your task. You will watch the excerpts twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

Aus Copyright-Gründen kann die Abbildung zum Film hier nicht abgedruckt werden. Der Film ist verfügbar unter: *News 2050: 'Hypersonic take-off'*
<http://www.bbc.com/future/story/20130328-news-2050-hypersonic-take-off> [10.09.13]
 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)

Sum up what the two main news items are about and mention at least one additional news item displayed in the background or on the news ticker.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which one of the six main news items you want to show your fellow students to initiate a meaningful discussion on the issue. Consider how likely it is that the event(s) described might happen.

Task 7

4 students

Topic: Science and Technology

Text: Film (TV: 2 minutes, 53 seconds)

Student C

At a youth conference on "Visions of the future" you want to show an excerpt of the BBC series News 2050 which focuses on a future event you want to discuss.

You are going to watch different excerpts which give detailed information about two main events. You have 20 minutes to prepare your task. You will watch the excerpts twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

Aus Copyright-Gründen kann die Abbildung zum Film hier nicht abgedruckt werden.

Der Film ist verfügbar unter: *News 2050: Space tourist gives birth*

<http://www.bbc.com/future/story/20130325-news-2050-space-baby-born> [10.09.13]

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)

Sum up what the two main news items are about and mention at least one additional news item displayed in the background or on the news ticker.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which one of the six main news items you want to show your fellow students to initiate a meaningful discussion on the issue. Consider how likely it is that the event(s) described might happen.

Task 7 (4 students)

Topic: Science and Technology (TV: 2 minutes, 13 seconds)

Student D

At a youth conference on "Visions of the future" you want to show an excerpt of the BBC series News 2050 which focuses on a future event you want to discuss.

You are going to watch different excerpts which give detailed information about two main events. You have 20 minutes to prepare your task. You will watch the excerpts twice.

You may use a monolingual and a bilingual dictionary.

Do not talk to your partners.

Aus Copyright-Gründen kann die Abbildung zum Film hier nicht abgedruckt werden.

Der Film ist verfügbar unter: *News 2050: All meat sales banned*

<http://www.bbc.com/future/story/20130326-news-2050-all-meat-sales-banned> [10.09.13]

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)

Sum up what the two main news items are about and mention at least one additional news item displayed in the background or on the news ticker.

2. Talking together (about 10-15 minutes)

Together with your partners, discuss which one of the six news items you want to show your fellow students to initiate a meaningful discussion on the issue. Consider how likely it is that the event(s) described might happen.

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own

Auch von guten SuS können nur einige wenige zentrale Aspekte zu den Hauptnachrichten und max. eine zusätzliche Information, die in schriftlicher Form gegeben wird, erwartet werden.

Student A

main news:

- Sight-seer lenses: augmented reality contact lenses, navigation tools, send basic thoughts, power drawn from user's nervous system / will replace spectacle within next ten years / based on Google's work on external spectacles with similar features
- Human rights for robots / bill of robots' rights: freedom of thought/expression, equality before the law / right to life for all artificial beings, social benefits to robots / robot health care / ability to marry and adopt human children

additional news:

- Belgium's next government women-only / British philosopher approved of decision / policy will save hundreds of millions lives / Brazil passed China as largest economy / heavy winter showers on moon / ash clouds obscure Bahrain / snowfall in Singapore / heavy rainfalls in Sahara

Student B

main news:

- successful flight of hypersonic jet / Concord 6 / fastest jet ever: NY-Sydney in just over 5 h with lunch in Tokyo / faster than Concord 2 (1h NY-London) / tickets for \$ 150 000 / for footballers or international cooperations / British-Russian company
- closure of last telescope on earth: biggest telescope / opened in 2022 / pollution / air traffic make it impossible to see stars / new telescopes on satellites

additional news:

- first passenger flights without pilots / space junk alert for orbiting hotels / London: flood threads / high pollen count in Greenland / Malaria has returned to Northern Europe / rising temperatures in Europe / heavy snowfall in Nigeria / ice alert in Uganda

Student C

main news:

- space tourist gives birth: baby girl born in space hotel/station / 10 weeks early / mother (74) on way back from moon / return to earth after full genetic screening
- 85-year-old woman mistakenly woken from chronic preservation: frozen 35 years ago / wanted to attend granddaughters wedding (who is now only 7) / cannot be frozen again / sews company / clinically depressed

additional news:

- people spend most of their leisure time in societies formed in cyberspace / too much stress need for recreation / privacy will become obsolete / ice alert in UK / Dubai flood warning

Student D

main news:

- real meat from animals no longer available → bioprinted meat, meat-like substitutes with different flavors / printed for the market / home printers will soon be available

- last prison closes → virtual reality punishments, problem for human rights activists: ads inserted / multi-national media event / like Big Brother / viewers can watch prisoners being punished

additional news:

- Tsunami alert in Rio / robot brain with capabilities of human being / methane cloud in Tibet/China = democratic country / only one communist country left

2. Talking together

all students:

Discussion of events:

- arguments for/against likeliness of events, evidence
- detailed references to current technical developments

Discussion: Which film clip is the best choice for fellow students

- focus on target group, focus on aim: to initiate discussion
- comment on quality of film clips, comparison of clips/contents

Mündliche Leistungsfeststellung: 3. Kurshalbjahr Englisch (Leistungskurs)

Task 8 (Podcast)

Task 8

2 students

Topic: Saving the Planet

Text: Podcast (length: 4'42)

Student A

The Anthropocene (podcast)

You and your partner are preparing a project day to promote activities for the protection of the environment. You are going to listen to the beginning of a BBC podcast about the Anthropocene (Source: <http://www.bbc.co.uk/programmes/b01nxw2l> [10.09.13]).

You have 20 minutes to prepare your task. You will listen to the recording 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)

Explain the term "Anthropocene" using information from the podcast.

Your notes

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden (ist nicht substantiell für die Aufgabe wichtig).

Sie ist verfügbar unter:

<http://www.prehistoricplanet.com/news/index.php?id=48>

[09.06.13]

1. Bild von oben

2. Talking together (about 10-15 minutes)

Together with your partner, discuss whether this podcast can serve as an introduction to a project day designed to promote activities for the protection of the environment.

In your discussion, consider which of the developments described in the podcast could have been prevented and how this could have been achieved.

Mündliche Leistungsfeststellung: 3. Kurshalbjahr Englisch (Leistungskurs)

Task 8 (Podcast)

Task 6

2 students

Topic: Saving the Planet

Text: Podcast (length: 4'42)

Student B

The Anthropocene (podcast)

You and your partner are preparing a project day to promote activities for the protection of the environment. You are going to listen to the beginning of a BBC podcast about the Anthropocene (Source: <http://www.bbc.co.uk/programmes/b01nxw2l> [10.09.]).

You have 20 minutes to prepare your task. You will listen to the recording 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)

Sum up the information about developments of the past 200 years and their impact on our planet.

Your notes

Aus Copyright-Gründen kann die Abbildung hier nicht abgedruckt werden (ist nicht substanziell für die Aufgabe wichtig)..

Sie ist verfügbar unter:

<http://www.prehistoricplanet.com/news/index.php?id=48>

[09.06.13]

1. Bild von oben

2. Talking together (about 10-15 minutes)

Together with your partner, discuss whether this podcast can serve as an introduction to a project day designed to promote activities for the protection of the environment.

In your discussion, consider which of the developments described in the podcast could have been prevented and how this could have been achieved.

Mündliche Leistungsfeststellung: 3. Kurshalbjahr Englisch (Leistungskurs)

Task 8 (Podcast)

Aufgabenspezifische Erwartungen an den Inhalt

(Fettdruck = Note 4)

1. Talking on your own

Student A: Explanation the term "Anthropocene"

- new geological time period /strata / geologists' name for age we're making
- humanity's impact on Earth / changes we're making to atmosphere/oceans/landscape/living things
- showing today to Earth scientists of future / began about 200 years ago

Student B: developments of past 200 years and their impact on our planet developments:

- agriculture, industrial revolution, cities: roads, houses / steam engine / trains impact:
- distinctive fossil record left behind on planet / distinctive chapter in Earth history / very strong negative impact
- similar to extinction of dinosaurs / high extinction rate / global warming

2. Talking together

all students:

activities for the protection of the environment and their effectiveness:

- comments on podcast with reference to current state of planet
- several examples of projects aiming at saving our planet and evaluation