

DATE



PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

COMPREHENSION – BLADE RUNNER.

LESSON PLAN

Lesson Topic

Comprehension – Blade Runner.

Writing the summary – the do’s and don’ts.

Vocabulary, auxiliary verbs and the use of hyperbole.

Subject	Class	Curriculum Links
English	6 th Form (17-18 year old students)	<p>English: Use of vocabulary related to places, people and films, answering comprehension questions and focusing on summary writing.</p> <p>Film: Blade Runner (director Ridley Scott) (1982).</p> <p>ICT: To upload clip of part of the film on YouTube and share the link on a Padlet for the students to watch the clip and post first impressions.</p> <p>Music: memorable soundtrack by the new age composer Vangelis. The soundtrack helps suggest the protagonist’s despondent mood and state of mind.</p>

Context

Project Name	Creating an Innovative Platform of Communication and Teaching in a Digital Society
Links with <i>previous</i> lesson(s)	Grammar: auxiliary verbs and passive verbs, previous research on ‘noir’ films.
Links with <i>future</i> lesson(s)	Creative writing – essay ‘Being human’ (after debating) Focus on word classes. Vocabulary related to film-making with focus on ‘noir’ films.
Cross curricular links <i>before</i> the lesson	Film Appreciation: Genre ‘Noir’ film – to watch ‘Blade Runner’ at home. Digital skills: familiarisation with digital equipment, use of clips on YouTube and Padlet.
Cross curricular links <i>after</i> the lesson	Vocabulary related to films Vocabulary related to being human versus being clinical.

Learning Objective:

To discuss what it means to be human (discussion)/acknowledging our aspirations and characteristics. Developing critical, analytical and writing skills.

Vocabulary related to films and human emotions.

To learn how to use a hyperbole in the essay.

The do's and don'ts of summary writing.

Awareness of our dependence on technology (YouTube, Padlet, TV) to enrich our experience after having read a passage.

Learning Outcomes:

1. Understanding components of 'Noir' fiction films
2. Learn new vocabulary related to human characteristics and the world of cinematography
3. To be able to write a summary and omit unnecessary detail. One must not exceed the word limit. To include hyperboles in their essays.
4. To develop skills in debating and public speaking
5. Ability to use ICT tools

Pre-Lesson Preparation

Prepare short clips (you tube) from the film to highlight the most important episodes which depict the difference between humans and clones. Props – paper and pens, instructions

ICT Resources

Laptop, mobile phones, projector

Prior Learning / Assessment to inform planning

1. Information about noir films. Ask them to research prior to lesson.
2. Information about auxiliary verbs. (To read notes on Linguistics)

Key Vocabulary

Vocabulary related to places: crowded, polluted, clangorous, damp, desperate, gloomy, depressing

Vocabulary related to people: hard-boiled, rugged, streetwise, weak, full of life, cynical, alluring

Vocabulary: melancholy, replete, supplanted, ominous, retrieve

ICT: download, editing, upload, streaming, Padlet

Key competencies development:

1. Communication

Listening and understanding teachers' instructions

Expressing ideas clearly and developing listening skills, speaking in front of an audience (Topic: what does it mean to be human? To discuss how society tends to create outcasts – we decide who is human and who isn't (We've just commemorated the Holocaust).

2. Learning to choose the important points to include in a text.

Understand which details should be omitted and which are the main points to include in the summary. Also, after counting the number of words, one must find ways of shortening a summary if needs be. Use linking words.

3. Sense of initiative

To encourage them to plan and work on their own. They must feel confident about expressing their own ideas.

4. Interpersonal skills and the ability to adopt new competences

Working in a team and collaborating in creating new ideas.
Supporting others.

5. Digital and technology- based competences

Online research related to noir films and using the Padlet.

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5mins	4	Ice Breaker	To mention jargon related to film making. Sharing answers in small groups.	Reporting to the whole group what has been discussed.	Show them a short clip (YouTube) of the film Blade Runner
12mins	1	Read the comprehension twice (skimming and scanning) and explain the vocabulary and the main concepts whilst reading.	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher Comprehension sheets for all students.
10mins	2	To write the summary.	Sharing answers in small groups. Which points must feature in the summary?	Reporting to the whole group what has been discussed.	Teacher, writing material, laptop See Appendix 2.
8mins	3,5	Vocabulary Games/Mind maps: To find the vocab related to places and human characteristics. Remind them about the use of auxiliary verbs and hyperboles.	Write words/terms related to the following: People & places auxiliary verbs hyperboles	Group work and reporting to the whole group	Teacher, writing material, laptop, projector
7mins	1	To go through the comprehension questions and explain why marks are allotted so.			See Appendix 1
3mins	1	Explanation of Homework			Teacher See Appendix 1

Home Learning/Homework

Questions a to j (comprehension) – focus on summary.

To write an essay on what it means to be human.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Summary writing Vocabulary Noir films	English

Evaluator

English Department

Evaluation

Pupil Learning & Progression

Most of the students achieved the learning outcomes. The teacher knows this through the correction of the comprehension answers and the discussion in class.

Progress was observed in students' work especially in terms of vocabulary which is later on employed in essay writing.

Teaching & Classroom Management

The teacher created an environment where everyone is relaxed, engaged and non-judgmental. Peer evaluation was encouraged and supported.

Planning & Subject Knowledge

Some students still did not stick to the word limit in the summary. Others also included unnecessary detail. In group work, division of tasks was not evenly distributed.

Students will read through the Padlet portfolio as a group during school hours and the working groups will be smaller to ensure that the work is shared equally.

Imaginative and creative approaches could include an article on 'noir' films.

Some students did not participate during the discussion on what makes us human. They merely listened to the views of their classmates.

Next Steps in Learning

Choosing the next comprehension and focusing mostly on the questions related to linguistics.

APPENDIX 1

COMPREHENSION AND SUMMARY

Read the passage below and answer the questions that follow.

In the 1982 film ‘Blade Runner’, now considered one of the best sci-fi films ever made, Ridley Scott paints a picture of the world as it might be in thirty-five years’ time. Millions have migrated to off-world colonies; the billions left behind squeeze through the crowded, polluted, clangorous, damp and desperate cities, as numb to hope as they are to noise.

This society has engineered clones or, as they are called in the film, ‘replicants’ and sent them off-world as slave workers. It is extremely difficult to tell replicants from human beings. Scientists, fearing that the human race might one day be supplanted by its creations, have built a fail-safe mechanism in each replicant – a four-year lifespan. They have also forbidden replicants from coming back to Earth. Now, four replicants have hijacked a space shuttle and returned. They have done this, as their leader Roy (Rutger Hauer, in a wonderful performance) explains, to talk things over with their maker, Tyrell (Joe Turkel). “What seems to be the problem?” asks Tyrell. “Death,” answers Roy.

When this emergency crops up, Deckard, a retired blade runner, is pressed back into duty. Blade runners are detectives who specialise in tracking down and destroying replicants who attempt to pass for human. Deckard, at first glance, seems to be like several detectives in other noir* films – hard-boiled, rugged, streetwise. Yet, the closer we look, the more Deckard starts to seem like a weak, useless washout. Of the four replicants, he only succeeds in killing two, both women, and both by firing his gun across a distance. He shoots one woman in the back. He moans, drinks and cringes.

The point is he is far less ‘human’ than the replicants. The two women are generally full of life and determination to enjoy themselves to the utmost. One of the male replicants keeps a collection of sentimental photos, which he cherishes enough to risk being captured and killed when he tries to retrieve them. Unlike him, Deckard seems to care about nothing and no one. The replicant leader, Roy, is a genius, a poet and a master chess player. His final lines about how the marvels he has witnessed “will be lost in time, like tears in the rain” make for one of the most moving speeches in cinematic history and provide this very bleak film with its human heart.

Like Rachel (Sean Young) who is so well-designed that she does not even know she is a replicant, we are challenged to ask ourselves what we mean, exactly, when we say that we are human. When Deckard confronts his limitations as a person and the fact that he will die one day, he has started the journey towards becoming human and may choose to make the best of the time he has left.

The question of what it means to be ‘human’ changes according to how the character looks at it. The film, with its incredible art direction – it is replete with eyeball-popping visuals, for example – highlights this by the way the same landscape changes according to where it is seen from. The city is gloomy and depressing at ground level, and astonishingly beautiful in the air. The memorable soundtrack by the electro and new age composer Vangelis captures Deckard’s

melancholy and isolation and is as much part of the landscape as the decaying buildings and ever-present rain.

The film, which came out in 1982, was re-issued as the ‘Director’s Cut’ in 1992. Despite the name, this version did not have Scott’s approval. Twenty-five years after it was made, we have at long last given ‘The Final Cut’, so that fans can see it exactly as its director intended it. Through it, one hopes new generations will be introduced to this masterpiece.

(Adapted from articles by Rita Kempley carried in The Washington Post and by Jeffrey M. Anderson at <http://www.combustiblecelluloid.com/2007/bladerunfc.shtml>)

* Noir is a film genre. Noir films have a twisted plot, a quest to separate the truth from a web of lies and corruption, a dark and ominous atmosphere, a tough, cynical hero and an alluring and dangerous woman as a heroine.

- a) Define the following words or phrases (in bold) as they are used in the text: clangorous (1.3), supplanted (1.7), retrieve (1.20), melancholy (1.33) (4 marks)
- b) Why do you think Roy feels that the wonders he has seen will be ‘lost in time’? (1.22-23) (3 marks)
- c) Using your own words, explain the contrast between Deckard and the replicants. (3 marks)
- d) Which two elements in film-making are mentioned as aiding Blade Runner convey its theme? (2 marks)
- e) Clearly mark out the auxiliary verb(s) used to build two verbs in the passive voice in the second paragraph. (2 marks)
- f) Find an example of parallel structure in the third paragraph. What do you feel is its effect? (3 marks)
- g) Find an example of a comparative and of a superlative adjective in the fourth paragraph. (2 marks)
- h) How is ‘eyeball-popping’ an example of hyperbole? (2 marks)
- i) What is the tone in the overall evaluation of the film? Refer to the text for evidence. (3 marks)
- j) In a paragraph of between 80 and 100 words, summarise what being ‘human’ means according to the film. (6 marks)

APPENDIX 2

Summary check list:

- Did I include unnecessary details?
- Did I include my opinion?
- Did I include direct speech?
- Did I exceed the word limit?
- Did I link the ideas?
- Did I take note of the main points?
- Did I use my own words where possible?
- Is there a need for a conclusion?

Teacher's paper

The passage should not include selected examples, details or information which is not relevant. Only the ideas of the original text are to be included. There should be no opinions, interpretations, deductions and comments. No direct speech is to be used. To use your own words where possible. No need for a conclusion.

APPENDIX 3

Underline four auxiliary verbs and explain the function of the auxiliary verb.

This society has engineered clones or, as they are called in the film, ‘replicants’ and sent them off-world as slave workers. It is extremely difficult to tell replicants from human beings. Scientists, fearing that the human race might one day be supplanted by its creations, have built a fail-safe mechanism in each replicant – a four-year lifespan. They have also forbidden replicants from coming back to Earth. Now, four replicants have hijacked a space shuttle and returned. They have done this, as their leader Roy (Rutger Hauer, in a wonderful performance) explains, to talk things over with their maker, Tyrell (Joe Turkel). “What seems to be the problem?” asks Tyrell. “Death,” answers Roy.

Teacher’s copy

‘has engineered’ ‘have built’ ‘have forbidden’ ‘have hijacked’.

The function of the auxiliary verb: An auxiliary verb helps and completes the main verb and is also called a ‘helping verb’. With auxiliary verbs you can write sentences in different tenses, moods or voices. The main ones are ‘to be’ ‘to have’ and ‘to do’.

APPENDIX 4

Ice-breakers:

In Westerns we expect people on horseback. In Musicals we expect singing and dancing. In war films we expect soldiers and bombing. What do we expect in a Noir film?

What is the atmosphere like?

What type of hero do we have?

What is the quest of the hero?

What type of female is the heroine like?

What is the lighting like?

What type of philosophy do these films feature?

What is the setting like?

When were Noir films popular?

What is the message behind the film 'Blade runner'?

What type of music is played?

Mention one other noir film.

Teacher's paper

Atmosphere: a dark and fatalistic image of the world, saturated with darkness, ominous and oppressive atmosphere.

Hero: cynical, tough and malevolent hero driven by his past or his human weakness to repeat former mistake.

Quest of the hero: to separate the truth from a web of lies and corruption.

The female heroine: the alluring, dangerous type of woman.

Lighting used: stark, low-key lighting effects, shadowy photography.

Philosophy: existential philosophy, pessimism, anxiety, suspicion that anything can go wrong, dingy realism, futility, fatalism, defeat, entrapment, disillusionment. Term was coined by Nino Frank in 1946.

Setting: rain-soaked streets, early morning hours, street lamps with shimmering halos, flashing neon signs on seedy taverns, endless streams of cigarette smoke wafting in and out of shadows.

When were they popular: post-world war 2 era.

Message behind blade runner: We ought to question our identity.

Type of music played: foreboding background music.

One other noir film: The Maltese Falcon (1941).

APPENDIX 5

VOCABULARY AND HYPERBOLES

Underline the vocabulary related to describing individuals:

When this emergency crops up, Deckard, a retired blade runner, is pressed back into duty. Blade runners are detectives who specialise in tracking down and destroying replicants who attempt to pass for human. Deckard, at first glance, seems to be like several detectives in other *noir** films – hard-boiled, rugged, streetwise. Yet, the closer we look, the more Deckard starts to seem like a weak, useless washout. Of the four replicants, he only succeeds in killing two, both women, and both by firing his gun across a distance. He shoots one woman in the back. He moans, drinks and cringes.

Find adjectives (from the whole passage) which describe the city.

Underline the hyperbole and explain why it is a hyperbole.

The question of what it means to be ‘human’ changes according to how the character looks at it. The film, with its incredible art direction – it is replete with eyeball-popping visuals, for example – highlights this by the way the same landscape changes according to where it is seen from. The city is gloomy and depressing at ground level, and astonishingly beautiful in the air. The memorable soundtrack by the electro and new age composer Vangelis captures Deckard’s melancholy and isolation and is as much part of the landscape as the decaying buildings and ever-present rain.

Give an example of four hyperboles (not in the comprehension)

Teacher’s paper

Hard-boiled, rugged, streetwise, weak, useless.

Crowded, polluted, clangorous, damp, desperate, gloomy, depressing, decaying.

‘eyeball-popping visuals’ – to exaggerate and emphasise the visual effectiveness.

‘I have a million things to do!’ ‘I died of embarrassment’ ‘It’s raining cats and dogs’ ‘She’s as old as the hills’