

## II.C.13.3

### Aspects of Society

# James Ponsoldt's *The Spectacular Now* – Das Hör-Seh-Verstehen zum Thema „Lebensziele“ anhand des Films schulen (ab Klasse 10)

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Photo: Jess Hall/Andrew Lauren Productions/21 Laps Entertainment/Global Produce/Artistic Artist Group.

Worin bestehen meine Ziele und Pläne nach dem Schulabschluss? Wahrscheinlich beschäftigen sich auch Ihre Schülerinnen und Schüler mit der Frage nach ihren Lebenszielen. Die Protagonistinnen und Protagonisten des Films „*The Spectacular Now*“ stehen ebenfalls vor der großen Herausforderung, ihren Weg ins Erwachsenenleben zu finden. Dabei setzen sie sich mit Themen wie „Liebe“, „Freundschaft“, „Familie“ und „Lebenszielen“ auseinander, die vermutlich in der Lebenswelt Ihrer Lernenden auch eine Rolle spielen. Das Filmdrama mit seinem hohen Identifikationspotenzial motiviert die Schülerinnen und Schüler, ihr Hör-Seh-Verstehen durch abwechslungsreiche Aufgabenformate zu trainieren und unterschiedliche Schreibformate zu üben.

#### KOMPETENZPROFIL

<b>Klassenstufe:</b>	10–13
<b>Dauer:</b>	12 Unterrichtsstunden (inkl. LEK)
<b>Inhalt:</b>	The individual in society, living one's life, identity, adolescence
<b>Kompetenzen:</b>	1. Hör-Seh-Verstehen: einem Film relevante Informationen entnehmen; 2. Schreiben: summary, text analysis, comment, creative writing, mediation; 3. Leseverstehen: fiktionale und nicht-fiktionale Texte verstehen und zusammenfassen
<b>Material:</b>	Vokabelliste, Auszüge aus dem Roman und dem Filmskript, Filmzitate, Multiple-Choice-Aufgaben, Textpuzzle, Onlineartikel, PowerPoint Präsentation, LearningApps, Kahoot!-Quiz
<b>Zusatzmedien:</b>	Film „ <i>The Spectacular Now</i> “

## Auf einen Blick

### 1./2. Stunde

<b>Thema:</b>	Watching the film <i>The Spectacular Now</i> – Pre-viewing tasks
<b>M 1</b>	<b>Goals and ambitions – Topic vocabulary</b> / Durchführen eines Warm-Ups mit thematischem Wortschatz
<b>M 2</b>	<b>Concepts in the film – Statements</b> / Vorbereiten auf die Inhalte und die Konzepte des Films anhand von <i>statements</i>
<b>M 3</b>	<b>Reading <i>The Spectacular Now</i> – Who is Sutter?</b> / Verfassen einer Charakterisierung des Protagonisten Sutter anhand eines Romanausschnitts
<b>Benötigt:</b>	<input type="checkbox"/> zweisprachige Wörterbücher <input type="checkbox"/> optional: Internetzugang für die <i>LearningApps</i> und mobile Endgeräte <input type="checkbox"/> ZM 1–ZM 4 <input type="checkbox"/> DVD „ <i>The Spectacular Now</i> “ (Extras: Entfallene Szenen) und Abspielgerät

### 3./4. Stunde

<b>Thema:</b>	Part one of the film – While-viewing tasks
<b>M 4</b>	<b><i>The Spectacular Now</i> – Film quotations</b> / Zuordnen und Einordnen von Filmzitaten als Langzeitaufgabe zum Film
<b>M 5</b>	<b><i>The Spectacular Now: part one</i> – Multiple choice tasks</b> / Sichern des Hör-Seh-Verstehens von Teil 1 des Films anhand von <i>Multiple-Choice</i> -Aufgaben
<b>M 6</b>	<b><i>The Spectacular Now: part one</i> – Writing a summary</b> / Zusammenfassen des ersten Filmabschnitts
<b>Homework:</b>	Summarise the main plot of the first part of the film <i>The Spectacular Now</i> . (M 6)
<b>Benötigt:</b>	<input type="checkbox"/> DVD „ <i>The Spectacular Now</i> “ (00:00:01–00:28:07) und Abspielgerät <input type="checkbox"/> optional: Internetzugang für die <i>LearningApps</i> und mobile Endgeräte

### 5./6. Stunde

<b>Thema:</b>	Part two of the film – Pre-viewing and while-viewing tasks
<b>M 7</b>	<b>Sutter and Cassidy – Writing a text analysis</b> / Vorbereiten einer Textanalyse anhand eines Ausschnitts aus dem Filmskript
<b>M 8</b>	<b><i>The Spectacular Now: part two</i> – Text puzzle</b> / Sichern des Hör-Seh-Verstehens von Teil 2 des Films anhand eines Textpuzzles
<b>Homework:</b>	<i>Text analysis:</i> Write a text analysis. Tip: Ask your teacher for a checklist if you need help.
<b>Benötigt:</b>	<input type="checkbox"/> M 4 und ZM 5 <input type="checkbox"/> DVD „ <i>The Spectacular Now</i> “ (00:28:08–01:09:09) und Abspielgerät <input type="checkbox"/> optional: Internetzugang für die <i>LearningApps</i> und mobile Endgeräte

## M 3

**Reading *The Spectacular Now* – Who is Sutter?**

The film *The Spectacular Now* that you are going to watch was published in 2013 and is based on a novel of the same name by the author Tim Sharp. An excerpt from the novel will introduce you to the main character Sutter Keely.

**Pre-viewing tasks**

1. Read the excerpt from the novel. Describe Sutter's outward appearance and character. Write (key words) and/or draw your answer on the image below.

**Tip:** Ask your teacher for a vocabulary list and/or aspects of a characterisation if you need help.



## M 5



<https://learningapps.org/watch?v=p7sow-xum522>

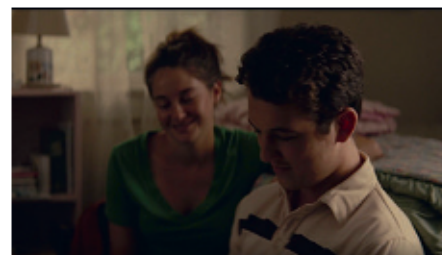
## The Spectacular Now: part one – Multiple choice

You are going to watch an extract from the film *The Spectacular Now*. What do you understand?

**While-viewing tasks** (DVD: 00:00:01–00:28:07)

At first, read the questions and statements 1.–7. and the possible answers a)–c). Then, watch the first part of the film on DVD. Answer the questions by ticking the correct answer. You can also complete this task in *LearningApps*. Follow the link or QR code on the left.

1. **Why did Cassidy break up with Sutter?**
  - a) She found someone else.
  - b) Sutter cheated on her.
  - c) She thought that Sutter was cheating on her.
2. **What deal do Aimee and Sutter make when she finds him lying on the grass?**
  - a) He promises to take her to dinner if she gives him a ride home.
  - b) She drives while he helps her on her paper route. That way he can look for his car.
  - c) He will help her on her paper route if she lets him sleep on the grass a little longer.
3. **What is Sutter's math teacher Mr. Aster concerned about?**
  - a) Sutter is close to failing his class. He would like him to succeed.
  - b) He worries that Sutter is not going to graduate from high school.
  - c) He would like him to play baseball for the school team, but Sutter is not interested.
4. **How does Aimee's friend Krystal react when she meets Sutter in the school cafeteria?**
  - a) She is happy to meet him.
  - b) She hugs him because she knows him already.
  - c) She is not amused and does not shake hands with him when he introduces himself.
5. **What does Aimee help Sutter with?**
  - a) She helps him meet other girls.
  - b) She helps him with math/geometry.
  - c) She helps him to find a new job.
6. **What does Sutter tell Aimee about his father?**
  - a) His father gave him his first beer when he was six years old. Sutter's parents had a divorce.
  - b) His father died when Sutter was six years old. He was an airline pilot.
  - c) His father is an airline pilot. Sutter rarely sees him because he works so much.
7. **Sutter promises Aimee to take her to ...**
  - a) ... the prom. (= *Abschlussball an der High School*)
  - b) ... the movies.
  - c) ... his sister's house for dinner.



Photos: Jess Hall/ Andrew Lauren Productions/21 Laps Entertainment/Global Produce/Artistic Artist Group.

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### Post-viewing task

How is Sutter's appearance/character depicted in the first part of the film and how in the extract from the novel? Compare and explain whether he meets your expectations or not.



## M 7



## Sutter and Cassidy – Writing a text analysis

Sutter meets his ex-girlfriend Cassidy in her house. They drink alcohol and talk.

## Pre-viewing tasks

1. *Preparing a text analysis:* Read the dialogue between Sutter and Cassidy taken from the film script. Compare their goals and ambitions after graduation. Take notes.
2. *Text analysis:* Write a text analysis. **Tip:** Ask your teacher for a checklist if you need help.

**Sutter:** Or the lightning storm.

**Cassidy:** On the roof. That was amazing. I've never felt like that with anyone.

**Sutter:** It's not very often.

5 **Cassidy:** Except with you.

**Sutter:** Actually, I think I'm feeling it right now. I'm feeling a moment right now.

**Cassidy:** Stop it.

10 **Sutter:** What? Cass, look. Seriously.

When we're together, it's like we're invincible or something. All this sh\*\* – the responsibilities, all the problems, that stuff – that just disappears when I'm with you.

**Cassidy:** But you can't just have fun all the time. You have to be serious.

**Sutter:** Hey, I'm 100 percent serious.

15 **Cassidy:** About what?

**Sutter:** About not being serious. [Cassidy chuckles]

**Cassidy:** Did you even apply to college yet?

**Sutter:** I don't need college. Who needs that sh\*\*? Look, it's not – I got everything I need right here. I've got a job, I've got a car, I've got a beautiful girl sitting next to me. [Cassidy smiles] You think beauty's in some classroom or some textbook, and it's not. That's not what it's about. This right here. This is beautiful. All of this. That's all you need. [Cassidy becomes upset]

**Cassidy:** You're drunk.

**Sutter:** I'm drunk? Whatever! You're drunk! It doesn't matter. Okay, whatever. I'm right. 25 You're right. I'm just saying, you gotta<sup>2</sup> live in the moment.

**Cassidy:** The moment? I want – I want more than a moment. I want ...

**Sutter:** What?

**Cassidy:** I want a future. [Sutter leans back] And you can't do that.

**Sutter:** Wow.

30 **Cassidy:** Wow.

**Sutter:** OK.

**Cassidy:** Please just go, Sutter. [Cassidy cries]

**Sutter:** Don't.

**Cassidy:** Please just go.

35 **Sutter:** All right.

[Sutter leaves. Cassidy cries.]

Scott Neustadter/Michael H. Weber: movie script of *The Spectacular Now*. Andrew Lauren Productions/21 Laps Entertainment/Global Produce/Artistic Artist Group. Found at: <https://scripts-onscreen.com/tag/the-spectacular-now-screenplay/>

1 to **chuckle**: to laugh quietly – 2 **you gotta**: slang: you have got to



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