

Overview of lessons and material

Konzeption der EinFach Englisch-Unterrichtsmodelle 6

Das Unterrichtsmodell

Thematische Einbettung in den Unterricht 8

Konzeption des Modells 8

Weiterführende Materialien und Literatur 10

Der Roman

Contents 11

Der Film

Contents 13

Characters 15

Component 1 – NERVE: A Game for Teenagers

Info	Hintergrundinformationen	16
U 1	NERVE – Who wants to play?	17
EW 1	How to create atmosphere ■ function of prologues ■ how to create tension	19
KV 1.1	☛ While-reading assignments: Prologue, Atmosphere in the Prologue	22
KV 1.2	Strategies to create tension	23
U 2	Meeting Vee and her friends	24
EW 2	Meeting Vee and her friends ■ good angel/bad angel: playing the game?	26
T 2	☛ What are the rules, dares and prizes of the game NERVE?	27
+ U 3	NERVE: Are you a Watcher or a Player?	28
+ EW 3	Film vocabulary ■ film poster ■ Vee and her world	30
+ KV 3.1	Test your film vocabulary	33
+ KV 3.2	☛ Nerve: The film poster	34
+ KV 3.3	☛ Are you a Watcher or a Player?	35

Component 2 – Do You Really Want to Play This Game?

Info	Hintergrundinformationen	36
U 4	New opportunities	37
EW 4	☛ Impressions of Ian ■ how are teens spending money? ■ close reading ■ relationships	39
TA	How Are Teens Spending Money? (TA, S. 162 f.)	
T 4	Vee and her relationship to others	41
KV 4.1	Reading comprehension: Chapter 4	42
U 5	Embarrassing dares	43
EW 5	☛ Facts of life ■ abstinence-only sex ed ■ red light district	45
TA	Jessica Valenti: Abstinence Sex Education Doesn't Work (TA, S. 164 f.)	
TA	Are You Addicted to Your Smartphone? (TA, S. 170)	
T 5	☛ The relationship between Players and Watchers	47
KV 5.1	Statistics: Sex Ed and Teenage Pregnancies	48
+ U 6	NERVE: Do you dare?	49
+ EW 6	Information about game ■ analysis of film stills ■ camera movement ■ camera angle	51
+ KV 6.1	☛ Watching the movie (00:11:00 – 00:18:57)	53
+ KV 6.2	☛ Watching the movie (00:18:58 – 00:30:45)	55

Component 3 – The Strong Lure of Nerve

Info	Hintergrundinformationen	57
U 7	More exciting adventures	58
EW 7	☛ Analysing various minor characters ■ creative writing: dialogues ■ Vee and Ian: romance	60
U 8	Understanding friends?	62
EW 8	☛ Creative approach: What are they thinking? freeze frame ■ point of view: Who is telling the story?	64
T 8	Point of view	66
KV 8.1	Info: Point of view	67
KV 8.2	Differenzierung: Point of view	68
+ U 9	NERVE: How many Watchers do you have?	69
+ EW 9	Listening comprehension ■ translation ■ subtitles	71
+ KV 9.1	☛ What are they saying?	73
+ KV 9.2	What would they say in German?	74
+ KV 9.3	Christina Farr: Why Quitting Facebook Has Made Me Happier	75

Component 4 – NERVE: Trapped in the VIP Lounge

Info	Hintergrundinformationen	76
U 10	The crowd in the VIP lounge	77
EW 10	Various player personalities ■ character grid of Vee ■ Vee's contradictory attitude towards the game	79
KV 10.1	☛ Different players – different personalities	82
KV 10.2	☛ Character and characterization in literature	83
KV 10.3	☛ Characterization of Vee	84
KV 10.4	While-reading assignments: Chapters 13 and 14	85
U 11	I know everything about you	86
EW 11	All the data that Google and Facebook store about their consumers ■ creative writing: writing a newspaper article	88
T 11.1	Dylan Curran: Are You Ready? Here Is All the Data Facebook And Google Have on You	91
T 11.2	☛ How the Players are manipulated	
TA	Dylan Curran: Are You Ready? Here Is All the Data Facebook And Google Have on You (TA, S. 172 ff.)	
KV 11.1	How to write a newspaper article	92
KV 11.2	While-reading assignments: Chapters 15 and 16	93
+ U 12	NERVE: Do you have the nerve?	94
+ EW 12	Viewing without sound/listening without pictures ■ personality traits ■ point of view	96
+ KV 12.1	☛ Watching the movie (00:46:17 – 01:06:15)	99
+ KV 12.2	☛ Analysing the movie (00:46:17 – 01:06:15)	100
+ KV 12.3	Walking in somebody else's shoes	102

Component 5 – NERVE: An Escape by All Means

Info	Hintergrundinformationen	103
U 13	The final stage: Get your guns!	104
EW 13	Text analysis: guns in the hands of teenagers ■ preparing role cards for a panel discussion about 'A citizen's right to keep and bear arms' ■ creative approach: Tommy's and Sydney's thoughts	105

TA	Smooth Wickliff: I Used to Be a Gun-Toting Teenager (TA, S. 174 f.)	
KV 13.1	Guns in the hands of teenagers	108
KV 13.2	☉ Smooth Wickliff: I Used to Be a Gun-Toting Teenager	109
KV 13.3	☉ Panel Discussion	110
U 14	Looking for escape from the lounge cubbyhole	112
EW 14	Panel discussion about 'A citizen's right to keep and bear arms' ■ mediating a German text about the harmful consequences of extreme exposure to social media	113
TA	Stephan Baier: Frisst die digitale Revolution ihre Kinder? (TA, S. 175 ff.)	
T 14	Stephan Baier: Frisst die digitale Revolution ihre Kinder?	115
+ U 15	NERVE: Do you really want to win this game?	116
+ EW 15	Analysis of the atmosphere ■ movie topics	117
+ T 15	What are the topics the movie <i>Nerve</i> explores?	120
+ KV 15.1	Watching the movie (01:06:16 – 01:32:48)	121
+ KV 15.2	Analysing the atmosphere of a scene	122

Component 6 – NERVE: The End of the Game

Info	Hintergrundinformationen	123
U 16	Better an end with terror than terror without end	124
EW 16	A closer look at the behaviour and attitudes of the Players; connections to Baier's text ■ completing the character file of Vee ■ creative writing: Tommy's or Sydney's diary entry	125
U 17	Leaving Vee and her friends	128
EW 17	Function of the epilogue ■ cooperative story telling – How does life go on for Vee? ■ novel review: positive/negative aspects ■ creative approach: short speech in which reading the novel is/is not recommended	129
TA	Alyssa Smith: Review of "Nerve" (TA, S. 171 f.)	
KV 17.1	☉ Cooperative story telling: Chapter 21	131
+ U 18	Nerve: Do you like the movie?	132
+ EW 18	Talking about the movie ■ feelings the characters evoke in the viewer ■ rating the film	133
+ KV 18.1	☉ Talking about the movie <i>Nerve</i>	136
+ KV 18.2	Talking about your feelings	137
+ KV 18.3	Nine steps of writing a film review	138
+ KV 18.4	Glossary of cinematic devices	139

Abkürzungen und Symbole

Info	Hintergrundinformationen zum Component
U	Unterrichtsverlauf für eine Unterrichtseinheit
EW	Erwartungshorizont
T	Tafelbilder
KV	Kopiervorlagen
TA	Verweis auf die Textausgabe; ISBN 978-3-14-127469-1
+	Unterrichtseinheiten für LKs oder leistungsstarke GKs
☉	Vorschläge für einen „Schnelldurchgang“