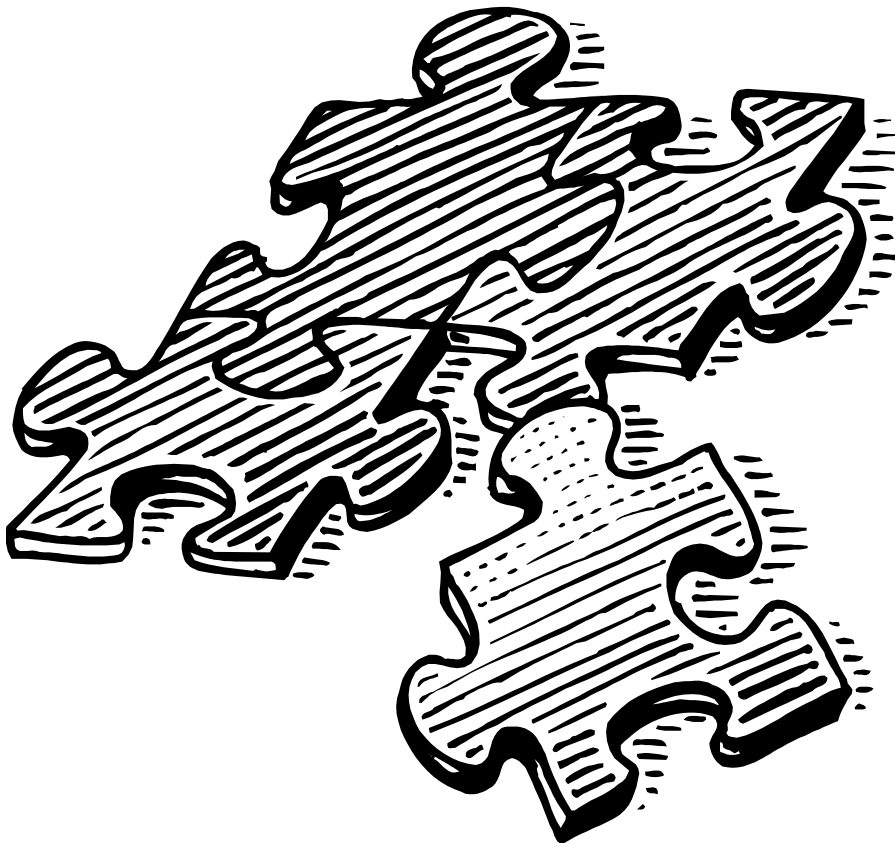

Aufgabenbeispiel

Semester 2, UV 2

**A lesson for life? –
Dennis Kurumada's short story *Just along for the ride*¹**



¹ Kurumada, D.: Just Along for the Ride, in: PowerPack English: Skills and strategies for advanced learners, Paderborn: Schöningh, pp.30-32.

Finding your place in society?! – problems of growing up Semester 2, UV 2

In this unit you are going to work on an American short story which deals with the topic of committing a crime for fun and learning a lesson for life.

1. Speaking – Have you ever done anything risky for fun?

Step 1

Think about the following questions on your own for a few minutes:

- *What was the craziest/most dangerous thing you have ever done?*
- *What did you do?*
- *Why did you do it?*
- *How did you feel?*
- *Did it have any positive or negative consequences for you?*
- *Would you do it again?*

Step 2

In a group of four, tell your partners about your experiences.

Step 3

Decide in your group which experience you would like to present to the whole class.

2. Reading – *Kurumada: Just along for the ride*

Reading for details:

Read the short story closely and work on the following tasks.

1. How many boys are in the car?
 - a) three
 - b) four
 - c) five

2. Who is driving the car?
 - a) Phil
 - b) Dick
 - c) Reid

3. The teenagers' plan is ...
 - a) to drive around for fun.
 - b) to hit somebody by opening the car door.
 - c) to have a car race.

4. The narrator ...

- a) likes the plan.
- b) is undecided about the plan.
- c) dislikes the plan.

5. The narrator agrees to the plan, because he feels bored.

True
False

Because the text says:

6. The plan works, because the victim is hit with the car door.

True
False

Because the text says:

7. The boys get rid of the car that is following them, because _____

8. At home, the narrator feels _____

9. The other boys visit the narrator at home in order to _____

3. *📖* Analysing a fictional text – Characterising the narrator

1. *On the basis of your first impressions of the short story, make notes about the narrator’s feelings.*

the narrator and his feelings

2. *Read the text closely now and find expressions and sentences in the text that show what the narrator does, says and thinks and how he is treated by the other characters. Say what this reveals about his character and his feelings. Complete the grid.*

expressions and sentences in the text	ideas, assumptions about the narrator’s character and his feelings
“This evening’s gonna be a total loss, I thought. Things have gotta be pretty dull when all you’ve got to do is drive around with a friend who just got his licence. But it beats sitting home.” (ll.3-5)	the narrator feels bored and is looking for some excitement

3. *Compare your results with a partner and make notes:*

a) *Draw a final conclusion concerning the narrator’s character and compare it with your first impressions.*

b) *A story of initiation presents “a deeply confusing incident in the life of a teenager which confronts the protagonist for the first time with an aspect of adult life”. Say why the narrator’s story can be classified as a story of initiation. What lesson does the narrator learn?*

4. *Present your results in class.*




4. Writing – Writing a characterisation of the narrator

Present your results in a coherent text.

Proceed as follows:

- Write a first draft with the help of your checklist. Give an introduction. Then work chronologically by describing the narrator and his feelings before, during and after the accident in detail. Don't forget to give examples from the text. Give a conclusion at the end of your text.
- Exchange your text with a partner. Evaluate your partner's text with the help of your checklist.
- Read your partner's comments. Re-write a final version of your characterisation with the help of your own and your partner's comments on your text.

Checklist for your texts

Aspects:				Notes:
Content:				
I analyse the content of the original text (here: behavior, feelings and thoughts of the characters).				
I point out and interpret important passages from the original text.				
Structure:				
I produce a clearly structured text (introduction, main part and conclusion).				
I create useful paragraphs.				
I use direct/indirect quotations.				
I use quotations correctly.				
Language:				
I use my own words.				
I connect my sentences well.				
I use present tense.				

Comment:

5. ¶ Analysing a fictional text – Analysing the teenagers' use of language and the atmosphere created in the short story

For members of group 1/3/5:

Step 1

Work on your own and analyse the teenagers' use of language. Focus on the register they use by marking their choice of words and their use of grammar in the text. What does their way of speaking reveal about their characters?

Info: Register

Words, style and grammar used by speakers and writers in a particular social situation or in a particular type of writing. It tells you something about the status of the people.

Step 2

Compare your results with your group members.

Step 3

Prepare a presentation of your results in class. Make sure that you give a visual support for your results (poster, transparency) and that everybody in your group is involved in the presentation.

Step 4

Present your results to the class.

For members of group 2/4/6:

Step 1

Work on your own and analyse the atmosphere created in the short story. Find nouns, verbs and adjectives that create the atmosphere. Which word-fields does the text use and what is their function?

Info: Atmosphere

It is the mood or feeling that the piece of writing evokes. It is often established by words from particular word-fields, e.g. adjectives or verbs.

Step 2

Compare your results with your group members.

Step 3

Prepare a presentation of your results in class. Make sure that you give a visual support for your results (poster, transparency) and that everybody in your group is involved in the presentation.

Step 4

Present your results to the class.

6. Analysing a fictional text – Analysing the narrative perspective

1. Analyse the point of view by marking relevant expressions or sentences in the text. Whose thoughts and feelings can you find? How are they presented to the reader? What kind of narrator is used?

2. Find 3 quotes that help the reader to identify with the narrator and describe in detail how you as a reader react to them.

3. Analyse the function of the point of view. Describe the influence which the point of view has on the reader's perception of the narrator and the accident.

4. Compare your results with a partner and then present your results in class.

7. Grammar – Conditional sentences

You will find it especially important to use the conditional sentences correctly in situations where you need to reflect on the past or speculate about the future.

Conditional sentences are sentences that have an if-clause and a main clause. The if-clause refers to a condition and the main clause refers to the consequence.

1. Complete the sentences with the correct forms of the conditional sentences. When you have finished, find a classmate that needs your help. Remember to speak English.

While the narrator and his friends are on another car cruising tour, their car breaks down because of a lack of petrol.

Dave: It's starting to get dark. But if we walk a bit faster, we _____ (be) at the next village in 10 minutes. If we _____ (walk) faster, we would have been there earlier.

Reid: I can't walk faster. My feet hurt because I have got a blister.

Dave: That's your own fault. If you had put on some sensible shoes, you _____ (get) a blister.

Reid: There's nothing wrong with my shoes.

Phil: Be quiet, you two. Anyway, where are we?

Steve: We should soon be at the next village. But I can't see any lights.

Reid: Are we lost? You said you knew the way. If you _____ (say) you knew the way, I wouldn't have come with you.

Dave: If we don't see the village lights soon, we _____ (have) to look at the map. Who's got it?

Reid: I haven't got it. Where is it? Have we lost the map, Dave? Stupid! If you looked after things better, you _____ (lose) them all the time. If we _____ (find) the village soon, we will have to sleep in the field.

Dave: I haven't lost the map. Anyway, we don't need a map. I know the way.

Reid: If you were intelligent, you _____ (go) on a cruising trip without filling up the car. I'm cold and hungry and my feet hurt. Where's the village?

Phil: Look, there's a light. I think we're almost there. Come on!

Reid: If there _____ (be) a gas station, we will get some petrol there and ask somebody to drive us back to the car. And if you ever ask me to go on another cruising trip with you, I _____ (say) no.

Dave: If I _____ (know) what a problem you would be, I would have asked someone else to join me on this cruising tour.

2. *Identify the three different types of conditional sentences and explain how they are formed and why they are used. Compare your results and correct your rules if necessary.*

Type 1:

Type 2:

Type 3:

3. Choose **one** of the following tasks:

a) Complete the sentences using the correct form of the conditional, either type 1, 2 or 3, depending on the context.

b) Form sentences on your own.

Compare your results with a partner and correct your sentences if necessary.

1. If the narrator had been more insistent, the accident _____.

2. If the driver of the Volvo hadn't turned too sharply _____.

3. Ken wouldn't have been hurt, if _____.

4. If the narrator informs the police _____.

5. If I were the narrator I _____.

6. _____.

7. _____.

8. _____.

8. Creative Writing:

A lesson for life? – The narrator's e-mail to his friend Ken Benjamin

Step 1

A few days after the incident, the narrator writes an e-mail to the victim Ken Benjamin. Write this e-mail. Consider

- what has happened;
- how he felt before, during and after the accident;
- how he feels now;
- what he has learned from the incident.

Don't forget to use the form of a personal e-mail. Use 3 conditional sentences.

Step 2

Compare your e-mails in a small group and choose the best one. Decide on one student who presents the e-mail you have chosen.