



Bernard Beckett
Jolt

Klett English Editions



Bernard Beckett
Jolt

Some Teaching Tips

"I like standing in front of a classroom and I like that I'm author as schoolteacher." This is a kind of credo. In an interview with Megan D. Corcoran, Bernard Beckett confesses: "I really enjoy watching teenagers rearranging the furniture when they're introduced to new ideas. Plus, all of this is something that I really like to explore."



© Bernard Beckett

Dear colleague!

Isn't this what all teachers like to do? Certainly, you like working with young people too. You also know that on their way from teenagers to adults, your students face a variety of problems. Is there anything that we teachers can do to help them solve these problems? – Bernard Beckett has found a way: "I like trying to work out these ideas, to translate them for myself into story and to share my thoughts."¹ As a teacher of English, mathematics and drama, he knows what he is writing about. His experience gives him instant credibility as a writer of teen literature.

Do you also share your thoughts about your students, their development and problems with your colleagues? Or with other people? Do they help you to do your job as an educator? Do any pieces of YA fiction and their authors?

If you're reading this, you've probably already read the novel *Jolt* by Bernard Beckett. Thus, you know who Marko Turner is, why he is in hospital, and why it is his firm intention to kill the Doctor. Reading the story, you accompanied Marko and his classmates on their thrilling Coast to Coast cycling expedition. You know about the tensions between the boys and girls, and you learned that the teenagers shared a dark secret ...

This online material offers you a number of teaching suggestions and worksheets that you may use before, while and after reading the book with your students. Click on whatever link you might find interesting enough to be used in your English classroom.

Enjoy reading JOLT!

Enjoy talking with your students about this exciting piece of New Zealand fiction!

¹ All quotes taken from: <http://nzetc.victoria.ac.nz/iiml/turbine/Turbi12/interview/t1-g1-g5-t1-g1-t1-body-d1.html>.

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Explanation of symbols:



Link to the relevant worksheet (from p. 14 of the pdf)



Link to an external URL



Reference to the relevant section of *Jolt*

I Getting started: pre-reading tasks

1. Introducing New Zealand

- a) As a basis for discussion present to the class a photo showing something typical of the country (e.g. the picture right › click to enlarge).



© Rainer Berthelmann

Assignments / Discussion points

⇒ *Class discussion:*

1. Do the students know this bird?
2. Why does the warning sign say "Take Care"?

1.

- ⇒ kiwi ['ki:wi:]; national symbol of New Zealand; flightless bird (no wings)
- ⇒ 'Kiwi' also an informal term used for New Zealanders
- ⇒ NB: the kiwi fruit is not endemic, it was brought to NZ from Asia

2.

- ⇒ kiwis crossing roads; run over; cars; accidents; killed by predators such as possums; endangered species; strictly protected by law

- b) Find out how much your students already know about NZ.

Assignments / Discussion points

- ➡ *GA: Class discussion or small groups: five-minute brainstorming: What do you know about New Zealand?*

- ⇒ geography: two main and several smaller islands down under; oceans & mountains; volcanoes, geysers, earthquakes
- ⇒ member of the Commonwealth; British history; Māori; population: 4.5 million (Dec 2014); capital: Wellington; biggest city: Auckland
- ⇒ agriculture: export of fruits, wool, wine etc.
- ⇒ sports: rugby (All Blacks), bungee jumping, sailing
- ⇒ culture: Lord of the Rings filming locations, Grammy winning singer and songwriter Lorde etc.

- ➡ *Alternatively EA or PA: Multiple-choice quiz, discussion of answers in class or with a partner.*

WS 1: [What do you know about New Zealand?](#)
WS 2: [Key](#)

1/2

- ➡ *Possible extension tasks, GA: Find out about Māori culture. Watch a video clip of a traditional haka. Then discuss what it is meant to express.*

www.newzealand.com/de/feature/haka/

⇒ **Aotearoa**

Māori name for NZ

⇒ **Māori**

native people of NZ; about 16 % of NZ population; own language and culture

⇒ **Pākehā**

Māori term for New Zealanders of European descent

⇒ **haka**

traditional Māori war dance and cry; rhythmic chanting and stamping; nowadays performed by NZ rugby team the *All Blacks* before a match; also performed to welcome important guests, at funerals and other important occasions

2. Who is the author?

- a) Find out who the author is from his photograph and his welcome letter to the reader.

Assignments / Discussion points

- *Open discussion: What does the photo tell us about the author? Ask the students to try to "read" his face. Who do they think he is? What might he be like? Would your students like him to be one of their teachers?*

photograph, *Jolt*, p. 6



⇒ open, friendly, casual, mischievous, happy, cheerful ...;

yes, we would like him to be our teacher because ... vs. no, we wouldn't like him to be our teacher because ...

- b) Find out who the author is from his letter to the German reader.

Author's welcome, *Jolt*, pp. 9–10



Assignments / Discussion points

- *Open discussion: Ask the students to sum up the main facts of the author's welcome letter. 1. What is the introductory paragraph of his letter about, and what function does it have? 2. What might be meant by the expression 'such moments translate across languages and cultures'? 3. Make the students tell the story of how the novel came into being. 4. What is the story based upon? What is its general theme? 5. Ask your students how they would answer this letter, if they had to.*

1. Introduction: Mario Götze scoring the winning goal in the final match of the Football World Cup 2014; author is interested in sports/football and this way feels close to young people.

2. 'Such moments translate across languages and cultures' here refers to a moment that everyone can appreciate, regardless of who they are, where they're from, which team they support etc. And in that moment of shared appreciation people can be joined, connected.

3. Written back in 1999, when the author was cycle touring through France and Germany.

4. The story is based on a real event; earthquake and murder are fiction; *Jolt* illustrates how young people behave under extreme pressure; vengeance is another theme

This could lead into:

- c) Find out more about the author from his biography in the book OR the more detailed version online.

Assignments / Discussion points

- ➔ *EA: students read the (auto)biography and complete both tasks on worksheet 3. The biography online contains more information, therefore the answers may be more detailed.*

About the author, *Jolt*, pp. 7–8

OR

<https://bernardbeckett.wordpress.com/bio/>

and

WS 3: About Bernard Beckett

1. born 1967 in Featherston, small farming community
2. he has 6 brothers and/or sisters; he is No. 5; he's now married and has twins
3. studied Economics in Wellington; became high school teacher; started writing and directing school plays; started writing in 1993; has so far published 11 novels
4. while teaching English part time in Tokyo in 1993 he had lots of spare time and started writing novels; finally, after three years and some failed attempts, he published his first novel *Lester*
5. he wrote *Jolt* while cycling through France: plotted the novel in the mornings while cycling, and wrote in the afternoon; it was published in 2001
6. he won a fellowship to the Allan Wilson Centre for molecular biology. *Genesis* is the best known of his novels
7. known internationally, his books have been translated into more than 20 languages

- ➔ *Possible extension task; GA: Find out about the author from a video clip in which he speaks about his work.*

www.youtube.com/watch?v=KssqywuHkEk

Assignments / Discussion points

- ➔ *Students read questions on worksheet 4 (so they know what to listen out for). Then they watch the video clip taking notes while listening and watching. What are their first impressions?*
- ➔ *Class discussion of first impressions of the man and writer.*

WS 4: An interview with Bernard Beckett

NB: The video clip is approx. 6 mins long and the author speaks in fast New Zealand English – for students unfamiliar with this dialect, this will prove a challenging listening task.

b) ⇒ while in Tokyo, decided to have a go ("have a crack") at writing books; taught English in the evenings, had the days free to write; wrote a few bad books, but learned from his mistakes and improved; has now published 10 books; wrote 5 books before the first was published

c) ⇒ learn from your mistakes; patience, courage and determination ("grit"); write because you want to write, because you love writing, not because you want to be famous

3. Analysing the cover and the title

- a) Discuss what *Jolt* could be about based on the cover. If you wish, include international editions of the novel in the discussion too. Cover pictures can be found under the links on the right.

<https://www.textpublishing.com.au/books/jolt>
http://www.script5.de/titel-2-2/wie_du_ihr-5378/

Assignments / Discussion points

- ➡ *Open discussion: Describe the cover picture(s). What does it reveal about the story? Describe the boy on the cover. Who do you think he is? What is he thinking? How does he look? Where is he?*

- ⇒ adolescent boy, not fully mature, high school student, looks intense, scared, crazy
- ⇒ international editions: people running, maybe fleeing something; background unclear; blood; unclear, mysterious, exciting scenes
- ⇒ the book seems to be about a boy having some serious problems

- b) Discuss why the novel is called “Jolt”. If necessary, students may look up the word ‘jolt’ in their dictionary.

Assignments / Discussion points

- ➡ *Open discussion: What does the word “jolt” mean? Why is the novel called Jolt? Why did the author choose this title for his novel?*

- ⇒ **jolt** *n* sudden bump or shake, a sudden violent movement; a shock or surprise; *vb* to move suddenly and violently
- ⇒ the title seems to suggest that something very bad - shocking and violent - happens

4. Diving in: first encounters

- a) Students discuss on the basis of a number of quotes from the novel what the story might be about.

WS 5: Quotes from the novel

Assignments / Discussion points

- ➡ *Tandem work: 1. Photocopy the worksheet and cut it in half. One group reads quotes A, the other group reads quotes B. Within each group students discuss: What could the novel be about? What do you think happens in the story? Which events happen? 2. Afterwards each group presents their theories to the other group.*

Quotes A: Coast to Coast trip

PE class, expedition within a limited period of time; the trip starts badly, gets worse; earthquake, the teacher (Ms Jenkins) is expected to help the students out of a dangerous situation; in this situation one of the characters (the boy from the cover picture?) feels like a coward, somebody ("they") has killed the teacher; the narrator (the boy?) goes wild and becomes aggressive

⇒ What has happened during the Coast to Coast? Who has killed the teacher and why? What does the boy have to do with it?

Quotes B: The Doctor

narrator (the boy?) is in hospital, it seems after an earthquake occurred; he feels he has to kill the Doctor within three days because he thinks he is in danger; it seems the boy has lost his memory but he is beginning to feel optimistic, however, a little later he fears the Doctor wants to kill him

⇒ What has happened? Why is the boy in hospital? Why does he intend to kill the Doctor, and why is he afraid of him? Will one of them be killed in the end?

This could lead into:

b) Possible extension task about earthquakes in NZ.

Assignments / Discussion points

➔ PA/GA:

1. Students complete tasks 1-2 on the worksheet.
2. Students prepare a short presentation on one of two possible topics (internet research etc.).
3. The groups give their presentations.

[WS 6: Earthquakes in New Zealand](#)

6

NB: These tasks are a good opportunity to work together with the geography teacher.

- ⇒ 1. The house may have been destroyed by earthquake, landslide, gas explosion, bombing etc.
- ⇒ 2. first wave hit (l. 5), pitching, rolling (l. 12), rumbling, shaking (l. 19), waves, as if the earth had tired of us and was trying to shake us free (ll. 20-21), ground breaking apart, hillsides slipping away (l. 22), screaming (l. 23)
- ⇒ 3. sudden violent shaking of the ground; result of seismic waves which are caused by the movement of the earth's crust / geological plates; can cause landslides, tsunamis, floods, fires, damage to buildings, roads etc.; "earthquake belts", occur e.g. around the edge of the Pacific Ocean - known as the "Ring of Fire"; in Germany too, but not very strong
- ⇒ 4. 22 February 2011, earthquake in Christchurch, magnitude 6.3, severely damaged NZ's second-largest city, 185 people killed, thousands injured, many buildings destroyed

II Getting stuck in: While and post-reading tasks

1. Character study of Marko

- a) Listening and reading competence, language analysis: consider who Marko is based on the information in chapter 1.

Chapter 1, *Jolt*, pp. 13–14



Assignments / Discussion points

- ➔ Read chapter 1 to your students. Open discussion: What are students' first impressions?

⇒ nasty school boy (kills pets of a classmate); students might have a lot of questions: Who is the boy? Is he mentally ill? Is he in hospital? Why? Does he really want to kill his doctor? Why? etc.

- ➔ GA: students read chapter 1 themselves and take notes on what it reveals about Marko's character and what he intends to do.

⇒ Marko is a thief (has stolen the teacher's chalk), is brutal (has killed Susanna's pet rabbits), was treated by a psychologist because of an overdeveloped revenge instinct, is watchful and clever (in hospital he observes the doctor), intends to kill the doctor (unclear why), something happened to him twelve days ago (what?)

- ➔ Open discussion: 1. discuss what Marko, at the same time narrator and protagonist, means when he says "Surprise is the only weapon I have." (p 13, l 22). 2. Make sure students know what the word "revenge" means, then discuss whether revenge is an appropriate means of solving problems.

⇒ **Surprise is the only weapon I have:** Marko thinks that the Doctor is making plans to harm him, and knows that he has more power and better ways to hurt him here in his territory (the hospital) than he, the boy and patient has. So Marko pretends to be weak and ill because then he will be able to surprise the Doctor.

⇒ **revenge:** returning an injury, hurting sb who has hurt you, doing sth bad to sb who has done sth bad to you etc.

This leads into:

Reading competence: building a more detailed picture of Marko based on the information in chapter 2. Students may if necessary use a good dictionary, e.g. www.pons.com. Give your students hints on how they should read (reading for gist, detailed reading of important passages).

Chapter 2, *Jolt*, pp. 15–16



Assignments / Discussion points

- ➔ **EA:** students read chapter 2 and then complete worksheet 7 and present their ideas and reading results to the class. For task 2 students should come up with different ways to visualize their findings (wanted poster, mind map etc.).



WS 7: Marko, his school and the trip

1. ⇒ **Marko:** at 16 Marko is not really keen on Outdoor Ed; but he's bored and needs sth different and exciting. Marko is observant - he knows his mother is worried about the cost of the Coast to Coast, even though she hasn't said anything. And he sees the reaction of the other teachers to Mr Camden (they roll their eyes). He seems to like and admire Mr Camden (PE teacher) for not caring about what the other teachers think about him.

School: in year 11 students have to choose from a choice of options (to help with career choices?), the Coast to Coast trip is one of them; there is an options day at the end of year 10 where students find out more; many of the teachers seem unconvinced or somehow bored, but Mr Camden is interesting and excited about what he does and can convey this to the students; he makes Outdoor Ed seem exciting as it includes kayaking, first aid, aquatics etc.

3. ⇒ Marko sees the trip as a welcome change, as something different, a challenge worth accepting, although in the first paragraph of this chapter he confesses that nobody knew "what the real cost would be" (interpretation of this phrase!).
4. ⇒ Possible difficulties and problems: technical problems with the bicycles and other equipment (do they have enough provisions?), big physical challenges (is everyone fit enough?), social problems within the group etc.

2. Mediation / Summarizing tasks: reviews of Jolt

- a) Mediation competence: retelling a German review in English.



WS 8: Mediation task: German reviews of Jolt

Assignments / Discussion points

- ➔ **PA:** working in pairs, each student chooses a review. Ensure students: 1. read the text carefully, without dwelling on words they do not understand (the general message of the text is more important), 2. identify important words/phrases/statements (underlining, highlighting etc.), 3. make notes, 4. retell the review using simplified language.

Review 1 ⇒

Jolt was written by New Zealand author Bernard Beckett. 17-year-old Marko wakes up in a psychiatric hospital and doesn't know why. Slowly his memories return: an outdoor course, an earthquake, the murder of their teacher by three men, one of whom is his doctor. He decides to take revenge and kill him.

Review 2 ⇒

Jolt (German title „Wie du ihr“) is a thriller by Bernard Beckett, a New Zealand author who has already mastered several genres in his earlier novels. It tells the story of 17-year-old Marko who wakes up in a psychiatric hospital and doesn't remember how he got there. He recognizes sb there and realizes they want to kill him. Slowly his memories return: a trip with his classmates, an earthquake, he witnessed a murder. Now he only wants justice and revenge: he must save himself and punish his teacher's murderer.

Jolt is a thrilling novel that successfully describes the dilemma Marko is in: torn between revenge and conscience, his desire to act vs the helpless situation he's in.

Or

b) Summarizing English reviews.

[WS 9: Summarizing task: English reviews of *Jolt*](#)

Assignments / Discussion points

- ➔ *GA/PA: working in pairs, each student chooses a review to summarize. Ensure students: 1. read the text carefully, without dwelling on words they do not understand (the general message of the text is more important), 2. identify important words/phrases/statements (underlining, highlighting etc.), 3. make notes, 4. write a summary using simplified language.*

Review 3 ⇒

Jolt is a psychological thriller by New Zealand writer Bernard Beckett. It tells the story of Marko who wakes up in a psychiatric hospital. Because he thinks his doctor wants to kill him, he decides to kill the doctor first. Before Marko was in hospital there was an earthquake and another terrible event he experiences. Is Marko really paranoid? Is the doctor really trying to kill him? The story becomes more and more dramatic.

Review 4 ⇒

Marko and his classmates are on an outdoor expedition when a terrible earthquake happens. They are forced to run away. Later Marko wakes up in a psychiatric hospital and thinks his doctor wants to kill him, so he plans revenge. He doesn't know how he got to the hospital or what happened to his classmates or who he can trust. *Jolt* is an excellent thriller.

Review 5 ⇒

Jolt is a great teen thriller that has it all: a catastrophic earthquake, teen relationships, a spooky story, an evil doctor and a flawed hero. Marko wakes up in a psychiatric hospital but doesn't know how he got there or who he can trust. Certainly not the doctor, who Marko thinks wants to kill him. He has important choices to make, ones that will affect his life forever.

3. Keeping a reading log

- a) Keeping a reading log (or book journal) in order to remember the core content of the book and to highlight aspects such as comprehension issues, passages of particular interest, important vocabulary, or questions that come up while reading.

WS 10: Keeping a reading log

Assignments / Discussion points

- ➡ *Hand out the sheet on keeping a reading log. Discuss any unclear points with the students. Check the students' reading logs at intervals agreed upon with them.*

4. Analysis of titles and themes

- a) Analysing the main themes of the novel. Discussing the theme of revenge in relation to the titles *"Jolt"* and *"Wie du ihr"* (title of the German edition).

WS 11: Discussion of titles and themes

Assignments / Discussion points

- ➡ *Open discussion: analysis of title and main themes. 1. Why "Jolt" and "Wie du ihr"? What do they mean? What does "Wie du ihr" allude to? How do the titles differ? 2. What are the main themes of the novel? 3. Is the title well-chosen? Does the title reflect the themes?*

1.

jolt: sudden bump or shake; a sudden violent movement; a sudden shock or surprise

⇒ suggests a shocking and unexpected event

Wie du ihr: alludes to the saying „Wie du mir, so ich dir“ (reference to the biblical phrase “an eye for an eye”; translates into English as “tit for tat” which dates back to the mid 16th century and probably originated from the terms “tip” and “tap”, meaning light blow)

⇒ suggests the principle of retaliation, revenge

2.

⇒ Main themes: revenge as a means of justice (?); sudden, life-threatening and traumatic events we have no control over and facing and overcoming these challenging situations; teenage relationships; group dynamics etc.

3.

⇒ Most obviously, the title *Jolt* refers to the sudden earthquake (= sudden and violent shaking of the earth). On a second level it refers to the psychological shocks the kids experience on their trip as a result of traumatic events (earthquake, murder, their dramatic escape through the bush). These jolts / shocks shift landscapes, leave gaping holes, tear the surface of the earth etc - but not only is the landscape changed, the events change the kids too and leave scars behind (physical and psychological). In contrast to the German title there is no obvious reference to the theme of revenge or how Marko wishes to act, it focuses on the shocking and violent events in the story.

⇒ the German title makes no reference to the natural disaster or the ensuing events, instead it focuses on Marko's feelings - on his desire to exact revenge on the man he sees as responsible for both the murder of his teacher and wanting to kill him.

⇒ Whereas the German title is more literal, *Jolt* is perhaps a more complex, multilayered title.

- ➡ *EA: ask students to consider whether they have ever experienced revengeful feelings, what caused them and how they made them act. Ask students to write a diary entry about it.*

5. Further ideas for while and post-reading tasks

Relationships

1. The Year 11 Coast to Coast expedition reveals the complex relationships between the students. Sum up how and why the relationships in Marko's group change during the course of the story.
2. Have you ever been on a field trip with your class or others? Did your group have any problems? What were the relationships in the group like? How did they develop? Write an essay.
3. Do you think the relationships between Marko & Lisa and Rebecca & Jonathan will last? In two groups discuss this question and write a continuation of these relationships in narrative or dialogue form. Read your continuation to the other group.

Characterization

1. Think of adjectives to describe Marko. You may also find them in the novel. Discuss your suggestions in class, and decide whether they fit him, his feelings and behaviour.
2. How has Marko changed by the end of the novel? Explain why and how.
3. Write a short summary of one of the main characters: Marko, Rebecca, Jonathan or Lisa.

Style and language

1. Describe how the tension in the story builds and falls away. Which stylistic means does the author use to build tension? Name and explain them.
2. Why are some chapters in the novel written in italics and others not? Discuss your ideas in class.

Creative tasks

1. Draw a cartoon or comic strip of your favourite scene. If you are going to draw a comic strip, write a short script: what do the figures say in which situation? How many panels (i.e. pictures) and rows do you want to draw? For one-row strips, three to four panels are the norm. Keep it simple. Don't include too much. Don't put too much text in your speech bubbles (or word balloons). Use emoticons, interjections (Wow!, Cry!, Gulp!) or internet slang (e.g. l8r = later, CU = see you!) too.
2. In groups, create short plays of important scenes. This will help you to better understand the story, the characters and their conflicts. In addition, it will help develop your oral language skills. Helpful advice on how to dramatize a story can be found here.
⇒ <http://www.penguinreaders.com/pdf/downloads/pyr/PYRTGDramStories.pdf>
3. Design your own version of the cover after you have read the book.

Writing tasks

1. In Chapter 17, p. 108, lines 13-15, Marko makes a list of all the things he has never done. What would you include on such a list? You need not tell anybody about it, but, if you wish, compare with one of your best friends what you have written down.
2. While reading, collect and note down phrases that express thoughts of revenge. Then write an essay on the theme of revenge in the novel.
3. Write a one or two page review for your favourite magazine. First, give a short summary of the plot: Who are the main characters and what are their problems? Are the conflicts solved in the book or not? If yes, how were they solved? If not, why? What are the most important scenes? Is the book interesting and worth reading? Why? What have you learned from the book?

Speaking tasks

1. Imagine you are going on a five-day bike trip through one of Germany's national parks. What would you pack? Do a brainstorming and write the items on the board. Then decide which of the things listed are really necessary and which are luxury.

Background research

1. In the book, Marko mentions different hiking huts (e.g. Cone Hut). Do some research and draw a picture. Display your picture in the English classroom, and present it to your class.

What do you know about New Zealand?

Tick the answers that you think or guess are right. Multiple answers are allowed.

1. Down Under is a colloquial word for ...

- a) New Zealand ☐ b) Australia ☐ c) both NZ and Australia ☐

2. What is New Zealand's geographical status?

- a) It's a continent. ☐ b) It's mainland. ☐ c) It's an island country. ☐

3. Where is New Zealand?

- a) in the Pacific Ocean ☐ b) in the Indian Ocean ☐ c) in the Atlantic Ocean ☐

4. What is the capital of New Zealand?

- a) Auckland ☐ b) Christchurch ☐ c) Wellington ☐

5. What is the population of New Zealand?

- a) about 4.5 million ☐ b) about 13.5 million ☐ c) about 22.5 million ☐

6. Which country is closest to New Zealand in surface area?

- a) Spain ☐ b) Germany ☐ c) UK ☐

7. What are New Zealand's official languages?

- a) English ☐ b) Māori ☐ c) NZ Sign Language ☐

8. What is a ['ki:wi:]?

- a) a New Zealander ☐ b) a bird ☐ c) a NZ dollar ☐

9. What sport do the All Blacks play?

- a) bungee jumping ☐ b) rugby ☐ c) cricket ☐

10. Which of these films was produced in New Zealand?

- a) The Lord of the Rings ☐ b) Crocodile Dundee ☐ c) South Pacific ☐

What do you know about New Zealand? – Key

1. Down Under is a colloquial word for ...

- a) New Zealand b) Australia **c) both NZ and Australia ✓**

2. What is New Zealand's geographical status?

- a) It's a continent. b) It's mainland. **c) It's an island country. ✓**

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- a) Auckland b) Christchurch **c) Wellington ✓**

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- a) bungee jumping **b) rugby ✓** c) cricket

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About Bernard Beckett

Assignments:

1. In your copy of *Jolt*, read the author's biography on pp. 7-8. Or you can also go to <https://bernardbeckett.wordpress.com/bio/> and read the longer biography there. Then answer these questions:

1. Where and in what social environment did Bernard Beckett grow up?
2. What do we learn about his family?
3. What has been the author's career path?
4. Why did he start creative writing? Describe the author's development as a writer.
5. In the text, *Jolt* is mentioned several times. What do you learn from these passages about the novel? Sum up as many facts as you can.
6. What led Bernard Beckett to write his novel *Genesis*? What is so special about this book?
7. Is Bernard Beckett only a Kiwi writer, or is he known world-wide? Give reasons why you think so.

2. Vocab lab

Write down at least five words and/or phrases in the text that were new to you, and which are, to your mind, worth learning and using in your own future text production.

	English	Meaning	German
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

An interview with Bernard Beckett

Assignments:

1. You're about to watch an interview with Bernard Beckett: www.youtube.com/watch?v=KssqywuHkEk.

2. Before watching the interview, read these questions:

- a) Is Bernard Beckett's voice how you imagined it to be? Does it meet your description of his character? How would you describe him to somebody who has not seen the interview? Find two or three words to describe him.
- b) What does Bernard Beckett tell the interviewer about his writing career? (how and when he started, how many books he has written so far etc.)
- c) What advice does he give to young writers?

3. Now listen to the interview and take notes. Listen carefully! Bernard Beckett speaks quite quickly and with a strong New Zealand accent.

4. In a class discussion, sum up what you have learned about the writer.

Your notes:

Quotes from the novel

Assignments:

1. *Work in groups.*
2. *Read the quotes and try to guess from them what the novel is about. What happens in the story? Discuss in your group.*
3. *Tell Group B about the results of your discussions.*

Quotes A:

The Coast to Coast trip

"The challenge of the Coast to Coast was for the whole Outdoor Education class to get itself from one side of the island to the other in under six days."
(Chapter 4, p. 22)

"As I wriggled into my sleeping bag that night, I was certain we'd got off to the worst possible start. It was going to get much worse."
(Chapter 6, p. 33)

"The rumbling turned to shaking and the shaking turned to waves. It was as if the earth had tired of us and was trying to shake us free."
(Chapter 10, p. 60)

(about Ms Jenkins, the teacher) "Her role was clear now. She was in charge and she would get us out safely. The rules had changed."
(Chapter 12, p. 66)

"The truth is, when I was tested, I turned out to be a coward."
(Chapter 12, p. 74)

"Everything about it could only be wrong. I saw them. They killed her. She's dead. Ms Jenkins is ..."
(Chapter 14, p. 82)

"I get aggressive when I lose my temper. I just go wild. I've always been like that."
(Chapter 18, p. 120)

Assignments:

1. *Work in groups.*
2. *Read the quotes and try to guess from them what the novel is about. What happens in the story? Discuss in your group.*
3. *Tell Group A about the results of your discussions.*

Quotes B:

The Doctor

"Last night I saw the Doctor and immediately knew what I have to do. I have no choice. I will kill him."
(Chapter 1, p. 13)

"I should tell what little I know about how I came to be here. I remember the five days up in the bush after the earthquake, ..."
(Chapter 3, p. 19)

"I have set myself a target. Three days. In three days the Doctor will be dead."
(Chapter 11, p. 64)

"The fear had pumped me full of adrenalin and my mind was still racing, looking for a way out, a chance to keep the upper hand."
(Chapter 13, p. 80)

"I am beginning to feel optimistic again. For the first time since I came here the Doctor has lost sight of me."
(Chapter 15, p. 97)

"I was dying. I felt that final fear creeping up through my bones. The Doctor's crime was close to complete, close to perfect."
(Chapter 19, p. 124)

Earthquakes in New Zealand

Assignments:

1. *Work in pairs or groups. Look at the photo below. What do you think has happened?
There can be different reasons for such terrible destruction. Name a few of them.*



© Wikimedia Commons (Schwede66)

Possible causes:

2. *Read p. 60 of Jolt. Look for words and phrases the author uses to describe the earthquake. Underline them, highlight them or write them down.*
3. *Working in groups, choose either topic A or B and prepare a short presentation:*
 - A. *Explain what earthquakes are, what causes them and what effect they can have. Where do they occur? Do earthquakes happen in Germany?*
 - B. *Research the 2011 Christchurch earthquake, one of the worst earthquakes to hit New Zealand. When did it happen? How big was it? What happened?*

Marko, his school and the trip

Assignments:

Read chapter 2 of Jolt (pp. 15-16). If absolutely necessary, you may use a good dictionary to translate the words and phrases you do not know, e. g. www.pons.com. Complete the following tasks:

1. What does Marko tell you about himself and his school in this chapter? Write your findings down in the table below.

Marko	Marko's school

2. Now display visually the information you have written in the table. For example this could be a 'Wanted' poster, a mind map, an infographic etc. If you wish, include what you have learned about Marko in chapter 1. Your task is to create a visual picture of Marko.
3. Find out what Marko thinks about the Coast to Coast expedition in Year 11. Do you share his opinion? Are such trips useful? Write a short comment on this question.

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4. What difficulties and problems might Marko and the others possibly face during this demanding expedition? Brainstorm with your classmates.

Mediation task: German reviews of *Jolt*

Assignment:

Work in pairs. Each of you should choose one of the following reviews. Mediate to your partner what the review says about Bernard Beckett's novel.

Remember:

- ⇒ read the text carefully
- ⇒ don't worry about words you don't understand (the main ideas of the text are more important!)
- ⇒ underline the important words/phrases/statements
- ⇒ make notes
- ⇒ structure your notes
- ⇒ tell your partner what the main points of the review are

Review 1

Jolt (Wie du ihr) ist ein Jugendroman des neuseeländischen Autors Bernard Beckett. Der siebzehnjährige Marko erwacht auf der psychiatrischen Station eines Krankenhauses. Zunächst noch verwirrt darüber, was ihm geschah und wie er hierher gelangte, kehren nach und nach die Erinnerungen zurück und er hält diese in einem Notizbuch fest, denn sein Leben ist in Gefahr.

Während eines Outdoorkurses werden vier Schüler und eine junge Lehrerin in den Bergen von einem Erdbeben überrascht. In der nachfolgenden Ausnahmesituation beobachtet Marko, wie drei Männer die Lehrerin bedrängen und töten. Einer der Täter ist Arzt in der Klinik, in der er sich nun befindet und Marko beschließt, ihn zu töten.

(extract taken from Esme's review on:

http://www.goodreads.com/review/show/293528386?book_show_action=true&page=1)

Review 2

Der neuseeländische Autor Bernard Beckett tobt sich ganz offensichtlich in so einigen Genres aus, denn „*Das neue Buch Genesis*“ war ja eher ein Science-Fiction-Roman, während „*Stechzeit*“ in verfilmter Form die perfekte Teenie-Komödie abgeben würde. Und auch „*Wie du ihr*“ ist wieder völlig anders, denn dieses Mal wagt sich der Kiwi an einen Thriller, und nach der Lektüre dieses guten Stücks darf man staunen, wie der Schriftsteller auch diese Disziplin ohne Schwierigkeiten meistert.

Der siebzehnjährige Marko wacht völlig desorientiert in einer psychiatrischen Klinik auf und rätselt: Wie kam er dorthin? Weshalb wurde er betäubt? Was wird fortan mit ihm geschehen? Ein wenig später erkennt er jemanden aus der präklinischen Zeit wieder und stellt entsetzt fest, dass sein Leben wohl ausgelöscht werden soll. Er muss auf Zeit spielen und durch das heimliche Niederschreiben seiner Geschichte seine Erinnerungen wieder auffrischen. Es werden schrittweise Erinnerungen wach – Erinnerungen an einen ganz normal beginnenden Ausflug, der mit einem schweren Erdbeben sein jähes Ende findet und alles durcheinander bringt. Zudem wird er einziger Zeuge eines Mordes, der niemals bestraft wurde. Für Marko steht fest: Der Täter muss dafür bezahlen. Oder wie es auf der Rückseite des Buches prangt: „Alles, was du willst, ist Gerechtigkeit. Das, was dir bleibt, ist Rache.“

Bernard Beckett ist mit „*Wie du ihr*“, das zweigleisig beginnt und erst gegen Ende den gemeinsamen Punkt der Gabelung findet, ein wirklich packender Roman aus den Gehirnwindungen und Fingern geflossen, in welchem sehr präzise die Gefühle des Protagonisten wiedergegeben werden. Mordlust versus Gewissen. Tatendrang versus Machtlosigkeit. Hoffnung und Hass versus Resignation und den Wert des Lebens, ohne dass der Leser eine Ahnung hat, wann der Spannungsbogen zerbricht.

(extract taken from Chris Popp's review on:

<http://www.booknerds.de/2013/02/bernard-beckett-wie-du-ihr-buch/>)

Summarizing task: English reviews of *Jolt*

Assignments:

Work in pairs. Each of you should choose one of the following texts. Summarize in English for your partner what the review says about Bernard Beckett's novel.

Remember:

- ⇒ read the text carefully
- ⇒ don't worry about words you don't understand (the main ideas of the text are more important!)
- ⇒ underline the important words/phrases/statements
- ⇒ make notes
- ⇒ structure your notes
- ⇒ write a summary for your partner

Review 3

Bernard Beckett is a NZ writer. In 2002 Beckett wrote the psychological thriller *Jolt*.

The book flicks back and forth between two narratives by the same narrator:

- a) Marko finds himself in a psychiatric ward. We discover via his diary that he is convinced his doctor is trying to kill him and later decides to kill the doctor.
- b) The other narrative relates something in the past – his gruelling school trip which turns to disaster after an earthquake and when Marko witnesses something he wishes he hadn't.

At first the two narratives seem separate, but the reader gets more and more involved in each as dramatic tension builds up.

Throughout the book you ask yourself: Is Marko paranoid? Is the doctor really evil?

A relationship he develops with one of the girls on the school trip ends up saving his life.

(taken from tsheko's review on:
<http://www.librarything.com/work/2561337>)

Review 4

'The challenge of the Coast to Coast was for the whole PE class to get itself from one side of the island to the other in under six days. 'Where to?' 'The bush,' I croaked. 'Hide.' We cut back to the right, down off the track, crashing through the undergrowth and sliding down steep slopes. After a couple of minutes we stumbled to a stop, pressed in close ... we waited and listened, the others with their heads bursting with questions, mine spinning with answers I didn't want to believe.'

Marko surfaces from a drug-induced haze to find himself hidden from the world in a psychiatric ward. He is certain the 'Doctor' means to kill him, but he in turn has vengeful plans of his own. Who are these people and what happened to the others? Who can Marko trust and how much time does he have? Time enough to write it all down, his story of a coast to coast trip and the earthquake that ripped his world apart. A 'top-notch thriller'.

(taken from:
<http://www.randomhouse.co.nz/books/bernard-beckett/jolt-9781877460296.aspx>)

Review 5

This book has it all: the dark, claustrophobic New Zealand bush, a catastrophic earthquake, the aggressive vulnerability of teenagerhood and teenager social relationships, spooky psycho-thriller-type abduction, an evil doctor with psychotic drugs at his fingertips ... and the overarching certainty that decisions made, whether right or wrong, will affect your life forever.

Marko, a difficult, diffident, flawed 'hero,' awakes out of a drug-induced sleep into a living nightmare: hidden from the world, he now resides in a psychiatric ward presided over by a mysterious doctor who Marko knows wants to kill him. Whom can he trust, and how did he get there?

This is a great teenage thriller – one of the best New Zealand kidult books I've read – and I can't recommend it highly enough.

(review by Margie Thomson on:
http://www.nzherald.co.nz/lifestyle/news/article.cfm?c_id=6&objectid=199937)

Keeping a reading log

Try keeping a chapter by chapter reading log or book journal while you're reading *Jolt* - either by hand on paper or electronically.

Here's how:

- ⇒ After reading a chapter, write down the main ideas, facts or problems the chapter is about and add your thoughts. What do you think about the people and situations described in this chapter? Would you behave in the same way as the characters in the book?
- ⇒ Write down, for example, the answers to the following questions:
 - What emotions did you have when you were reading the text? Did it make you laugh, cry, smile, or were you angry? Record some of your reactions.
 - Do some of the characters touch you? Do you like or hate them?
 - Does a situation remind you of events that have happened to you or someone else you know?
 - Who is your favourite character?
 - Would you like to be one of the characters? Who? Why?
- ⇒ What character or scene do you not understand? Is there anything you are confused about? Try to express what it is.
- ⇒ Are there any questions you would like to ask the author? Write down your questions.
- ⇒ Is there an idea in the book that makes you stop and think? Identify the idea and try to explain it.
- ⇒ If you were the author, would you have changed a character or a scene? Sketch your ideas about that.
- ⇒ What are your favourite words, phrases, lines or sections? Copy them into your reading log. Think about why these items caught your attention.

Example:

Chapter 1

set in April	when? year? (unimportant?)
boy in hospital	name? who is he?
as a child, he killed a girl's pet rabbits	crazy!!
'revenge instinct'	what's that? (ASK!)
„I will kill the doctor.“	why?
twelve days since earthquake (700 people died)	no idea: what earthquake? Wow!
boy spent five days in the bush before he was found	why? because of the earthquake? lots of questions
'revenge'	again this word!!!
the boy plans to take revenge	he fears the Doctor will kill him?

> Setting unclear

> I don't understand:

Boy – a killer? Who is he?

Why is he in hospital?

Why does the Doctor want to kill the boy?

I know 'killer instinct', but 'revenge instinct'?

Is this a detective story?

Assignments:

1. Why is the novel called "*Jolt*"? Why is the German edition called "*Wie du ihr*" and what does this allude to? What do the titles mean? How are the titles different?
2. What are the main themes of the novel?
3. Are the titles well-chosen? Do they reflect the themes of the novel?

4. *Were there any situations in your life when you experienced revengeful feelings? What caused them or what would somebody have to do in order to make you have such feelings? Think of a situation where somebody has offended or hurt you and describe how you reacted - did you take revenge or did you find another solution? Write a diary entry about it.*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small section where the paper appears to be folded over itself, creating a triangular shape. The rest of the page is completely blank, with no writing or markings other than the lines.

Literature and links

Beckett, Bernard: *Jolt*. Ernst Klett Sprachen. Stuttgart 2014.

Beckett, Bernard: *Wie Du ihr*. Script 5. Bindlach 2011.

Alexandra Albert: *Ein Schuljahr in Neuseeland*. MANA. Berlin 2014.

<http://bernardbeckett.wordpress.com/>

(author information and occasional blog; bio, novels, plays, contact)

<https://www.youtube.com/watch?v=KssqywuHkEk>

(interview with Bernard Beckett in Sydney; it is possible to watch using subtitles in English or German, BUT: There are a lot of mistakes in the electronic translation!)

http://www.goodreadingmagazine.com.au/data/teaching_notes/9175.pdf

(Teacher's Resource Kit written by Bernard Beckett)

<http://bernardbeckett.wordpress.com/2012/10/30/ncea-essay-notes-for-jolt-by-bernard-beckett/>

(essay notes about "Jolt" by the author himself)

<http://www.cram.com/flashcards/quotes-from-the-novel-jolt-by-bernard-beckett-1876957> (flashcards with quotes from the novel "Jolt" and how to work with them)

<http://englishonline.tki.org.nz/English-Online/Teacher-needs/Teacher-resource-exchange/NCEA-English/Level-1/Jolt>

(short summaries of all chapters of *Jolt*)

http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2003/2003_12_04-BS-erste-Fremdsprache.pdf

(Bildungsstandards für die erste Fremdsprache Englisch/Französisch für den Mittleren Schulabschluss)

http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2012/2012_10_18-Bildungsstandards-Fortgef-FS-Abi.pdf

(Bildungsstandards für die fortgeführte Fremdsprache Englisch/Französisch für die allgemeine Hochschulreife)