



SCHOOL-SCOUT.DE

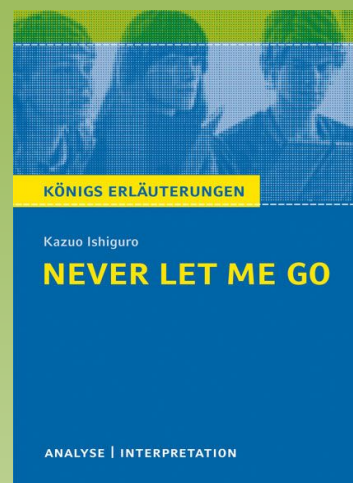
Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Kazuo Ishiguro: Never let me go

Das komplette Material finden Sie hier:

[School-Scout.de](https://www.school-scout.de)



1. DAS WICHTIGSTE AUF EINEN BLICK – SCHNELLÜBERSICHT	6
---	----------

2. KAZUO ISHIGURO: LEBEN UND WERK	11
--	-----------

2.1 Biografie	11
----------------------	-----------

2.2 Zeitgeschichtlicher Hintergrund	15
--	-----------

Die Technik des Klonens	15
-------------------------	----

Die Ethik des Klonens	18
-----------------------	----

Das Posthumane in Literatur und Film	21
--------------------------------------	----

Dystopien über soziale Kontrolle	24
----------------------------------	----

2.3 Angaben und Erläuterungen zu wesentlichen Werken	28
---	-----------

3. TEXTANALYSE UND -INTERPRETATION	33
---	-----------

3.1 Entstehung und Quellen	33
-----------------------------------	-----------

3.2 Inhaltsangabe	38
--------------------------	-----------

Part One	38
----------	----

Part Two	44
----------	----

Part Three	50
------------	----

3.3 Aufbau	56
-------------------	-----------

Unzuverlässiges Erzählen	56
--------------------------	----

Ungelebtes Leben	60
------------------	----

3.4 Personenkonstellation und Charakteristiken	64
Herren und Sklaven	65
Die Klone	75
Kathy	76
Ruth	77
Tommy	80
Chrissie und Rodney	81
Die „Normals“	82
3.5 Sachliche und sprachliche Erläuterungen	85
3.6 Stil und Sprache	88
Ebene 1: Die stille Oberfläche	88
Ebene 2: Tiefendimension	92
3.7 Interpretationsansätze	100
Der Roman als Spiegelkabinett	100
Die Frage nach dem Wesen des Menschen	101
Kritik der modernen Zivilisation	105
Das öffentliche Geheimnis	108

4. VERFILMUNG 110

5. MATERIALIEN 114

6. PRÜFUNGSAUFGABEN MIT MUSTERLÖSUNGEN	121
---	-----

LITERATUR	129
------------------	-----

STICHWORTVERZEICHNIS	133
-----------------------------	-----

1. DAS WICHTIGSTE AUF EINEN BLICK – SCHNELLÜBERSICHT

Biography:

- ⇒ S. 11 ff.
- Kazuo Ishiguro was born in 1954 in Nagasaki, Japan. His family moved to England in 1960.
 - He studied English and Philosophy at the University of Kent from 1974–1978 and then Creative Writing from 1979–1980 at the University of East Anglia.
 - He has lived in London since 1981. His first novel, *A Pale View of Hills*, was published in 1982.

Historical context:

- ⇒ S. 15 ff.
- Reproductive cloning means making a genetic copy of an existing living being.
 - The technology has been used for some species of mammals but never for human beings. Reproductive human cloning is prohibited almost everywhere in the world.
 - *Never Let Me Go* is part of a long tradition of literature and film about the post-human condition, i. e. human life taken beyond its natural limitations with the help of technology.
 - The novel is also one of the most important examples of dystopian fiction about oppressive systems that control people and deny them individual autonomy.

Details and explanations of important works:

- ⇒ S. 28 ff.
- Kazuo Ishiguro has published seven novels which all focus on similar themes: memory, loss, grief and regret. Most of them have an unreliable first person-narrator revisiting his past.

- He is best known for his third novel, *The Remains of the Day* (1989). Its protagonist Stevens is an English butler who dedicated his life to the service of an aristocrat.

Origin and sources:

- Beginning in 1990, Ishiguro thought about writing a story about a strange group of young people living somewhere in rural England. But only in 2001 he had the idea that they are clones and finally started writing the novel which took another three years. ⇨ S. 33 ff.
- Ishiguro does not consider himself as a British or British-Japanese author but aims at a global audience. That is why he avoids settings and themes of mainly local concern.

Summary:

Kathy, Ruth and Tommy are clones who have been created as organ donors for the “normal” population. At a secluded boarding school, they are conditioned to accept their predestined fate. When they are teenagers Kathy falls in love with Tommy but he begins a relationship with Ruth. After finishing school the three friends spend two years at another place in the countryside. Here the tensions between Kathy and Ruth culminate until Kathy leaves. The three then go their separate ways and only meet again when they are about 30 years old. Ruth and Tommy have already begun donating their organs while Kathy is still a “carer” for other clones. Shortly before she dies, Ruth apologizes for having kept the other two apart in the past. She tries to pave the way for Kathy and Tommy to become lovers and be happy at long last. They soon have to realize, however, that their hope to get a “deferral” and have a few more years together is illusory. Tommy soon dies after another donation and finally Kathy becomes a donor, too. ⇨ S. 38 ff.

Structure:

- ⇒ S. 56 ff.
 - Kathy H. is the 31-year-old first-person narrator who retrospectively tells the story of her life in flashbacks starting and ending at the same point in time.
 - The narrative is divided into three parts each with a different setting.
 - Kathy is an unreliable narrator. Her ability to discover and communicate the truth is limited.
 - She is obsessed with her “unlived life”, i. e. the opportunities she missed.

The characters and their constellations:

- ⇒ S. 65 ff.
 - The authoritarian state dehumanizes the clones to justify their enslavement.
 - The clones are brought up in isolation from society. Their whole life is managed by the non-clones.
 - In school they are under constant surveillance and conditioned to see their fate as “the natural course to follow” (201).
- ⇒ S. 75
 - Kathy, Ruth and Tommy are a troubled love triangle.
 - All three are torn between adapting to the system and their yearning for a normal life and freedom.
- ⇒ S. 76 f.
 - Kathy passively accepts her situation and settles for the role of friend and adviser and then later as carer for Ruth and Tommy.
- ⇒ S. 77 ff.
 - Ruth is talented and a natural leader but also manipulative and egocentric.
- ⇒ S. 80 f.
 - Tommy is an outsider at school with a tendency to temper tantrums.

- Chrissie and Rodney are clones, too. They are a couple and jealous of the clones who went to more privileged schools like Hailsham. ⇨ S. 81
- Miss Emily, Madame and Miss Lucy are the only important non-clones in the novel. ⇨ S. 82 ff.

Style and language:

- The narrator's style works on two levels. ⇨ S. 88 ff.
- Chattiness and a spiralling narrative technique determine the reader's first impression.
- Kathy's true inner drama is played out on another level beneath the shallow surface.
- Here everything is connected with Kathy's unconscious.
- On the second level the narrative is highly metaphorical which is a typical feature of the literary parable.
- Defamiliarization is another characteristic of the parabolic style. It is achieved by presenting a familiar world in a strange and uncanny way.

Approaches to interpretation:

- As a highly metaphorical text *Never Let Me Go* is specifically open to interpretation. ⇨ S. 100 ff.
- Even though the novel can be read as a cautionary tale about the dangers of biotechnology, human cloning turns out to be only a secondary theme.
- It is often seen as a meditation on the human condition. It addresses essentials of our existence like friendship, love, freedom, mortality and death.
- *Never Let Me Go* contains a critique of various features of modern civilization, especially of the society of control.

- The novel presents a society in which reality in people's minds has been replaced by mass replicated media images. The clone is the most powerful symbol of such a world.
- The novel predicted already in 2005 today's post-truth politics with their disregard for facts.
- Some critics consider it as "Post-Holocaust literature" because "the public secret" is one of its main themes.

Film version:

⇨ S. 110ff.

- *Never Let Me Go* was adapted to film by director Mark Romanek and released in 2010.
- The film tries to be faithful to its source but explores its themes much more superficially than the novel.
- It has an excellent cast, great cinematography and a haunting musical score, but the characters are less complex and credibly motivated than in the novel.



SCHOOL-SCOUT.DE

Unterrichtsmaterialien in digitaler und in gedruckter Form

Auszug aus:

Kazuo Ishiguro: Never let me go

Das komplette Material finden Sie hier:

[School-Scout.de](https://www.school-scout.de)

