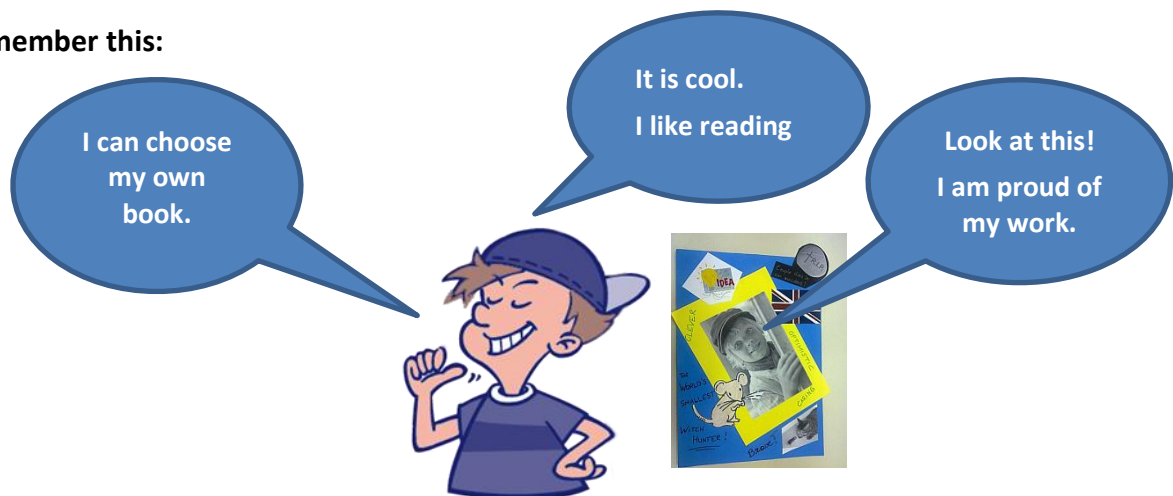


Planning and Organizing Reading Projects

Remember this:



When planning a reading project for your class, consider the following aspects:

- **Find suitable books:** language level, different tastes and interests, season, class topic
- **Book choosing:** introduce the books in interesting ways (see “How to wet my students’ interest”, offer a choice for boys, girls, readoholics and reluctant readers.
- **Book ordering:** time, availability, price
- **Pre-reading and warm-up activities:** the first chapter is the most important one. If students understand who is who and what is going on, if they can relate to the characters’ dilemmas, they will want to read on. Plan some interesting opening activities to set the scene. Allow the class to read quietly for 30min or more to get into their books. Students who are reading the same book can help one another with comprehension questions. Walk around and help them get into the stories.
- **Plan reading time:** check other class projects (books they read in German, important test dates...) and decide on a deadline that is not too far away.
- **While reading:** do not give students too many while reading tasks. Such tasks are helpful if they guide the readers’ focus a bit or if they are asked to collect a few useful phrases from their reading. Don’t overdo it – too many tasks will kill the reading experience.
- **Post-reading tasks:** Groups meet and share their views, ideas and questions. Most reading projects will lead to some kind of PRODUCT (written or oral) such as
 - Booklets (pedagogy of the blank sheet)
 - Tasks to be completed in the reading diaries
 - Presentations in class or online

Whenever possible give students some choice concerning suitable forms of writing or presenting. Decide on a common FORMAT (e.g. design a booklet... or prepare an online presentation using MyBrainshark.com...) but allow freedom within that frame. Students will be more creative if they feel in charge.

Examples

The following pages show a few examples of tasks that can be used in reading projects. For more ideas visit eep.at. There you can also download a variety of handouts and project packages for your students.

A mini project for one double lesson

Note: in this project students were allowed to read ANY book they wanted to read. Therefore no groups could be formed.

PRIVATE READING: LET'S SHARE

1. SWBS: The Plot Chart

Name _____

SWBS: The Plot Chart



What happens in a story from the beginning until the ending is called the plot. In every story there is **SOME**BODY who **WANTED** something. **BUT** something got in the way, **SO** the character had to solve the problem.

To finish the Plot Chart, think about your story and ask yourself the questions below. Then write your answers on the chart.

1. Who is the **SOME**BODY in my story?
2. This character **WANTED** something. What was it?
3. **BUT** something prevented the character from getting what he or she wanted. What was it?
4. **SO** the character solved the problem to get what he or she wanted. How did the character solve the problem?



Book title _____ Author _____

SOME B O D Y	
W A N T E D	
B U T	
S O	

From: Christine Boardman Moen, Better Than Book Reports, Scholastic, 1992

2. Sum It Up

Make a sum-it-up card for your book. Fill in the blanks below.

Title:.....

Author:.....

Three important facts:

1.

2.

3.

Write a summary that tells the main idea.

Summary:

.....

.....

.....

.....

.....

.....

.....

.....

3. Book-Fair:

Walk around and read all the posted SWBS and SumItUp sheets. Find 3 books that have something in common with your own.

4. Grouping Books Together

Name _____

Grouping Books Together



Sets of books, or books that belong together, are books that are like each other in some way. Fill in the chart below to show how the books in your set are alike and different.

1. Write the names of the books in your set across the top of your chart under the word "Book."
2. Think about how your books have some of the same and some different ideas, people, places, and things. Write these ideas, people, places, and things in the spaces on the left.
3. Mark an X in the spaces under each book title if that book has the idea, person, place, or thing named on the left.



The name of my book set: _____			
Ideas, people, places, things from the books	Book:	Book:	Book:

Book sharing



Prepare the following things for the book you have read:

5 nouns (things, objects...)	Choose 5 things that play an important role in your book and write them on the cards provided. (Example: broom, hour glass, magic potion, train, ... for a Harry Potter book)
Big trouble	Choose a passage in your book where one of the main characters is in trouble, has a problem or is very sad. Practice reading this passage so you can later read it out to your group.
Happy moments	Choose a passage in your book where one of the main characters is happy. Practice reading the passage.
Important adjectives	Find three adjectives in your book that are somehow important for the story. Choose new and interesting adjectives – not words we all know. Copy the adjective on a card and write the sentence you found in the book on the BACK of the card.

Group Phase

Work in groups of 4 with classmates who have read books you do not know yet.

Guess what...	Show your noun cards and adjective cards to your friends and have them guess what the book might be about. Ask lots of questions about your friends' books and try to find out as much as possible about the main characters, their problems, their wishes and hopes. Do not give away the endings and solutions of your book.
Big trouble and Happy moments	Read the passages that you have chosen to your friends and explain why your characters feel so happy or so sad.
Important adjectives	Put all the adjective cards on the desk (only show the adjectives, not the sentences) Copy all the adjectives on the back of this sheet and guess what the words might mean. Discuss your ideas in the group. Then turn over the cards and look at the sentences. How can these sentences help you guess the correct meaning of the adjectives? Now ask the students who have written the cards to explain the meaning of the word and record it in the table.
Homework	Copy the new adjectives and sentences on vocab cards and add a second sentence where you use the new adjective in a TRUE sentence.

This is what your vocab cards should look like:

Use ONE card for ONE vocab item.

Word:	Dreadful
Sentence from the book:	Their dreadful voices sounded like dentists' drills all grinding away together.
My true sentence:	My neighbor Rosalinde has a dreadful, whiny voice .

On the back write a translation of the main parts of the sentences. Example:

Ihre schrecklichen Stimmen klangen wie Zahnarzt Bohrer...
Rosalinde hat eine schreckliche, weinerliche Stimme.

Adjective	Sentence from the book:
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	


Reading Project

1. Choosing a book:

Look at all the books in the selection. Read the blurb (back cover) and then read the first two or three pages of each book. How many unknown words are there on each page? Can you guess the meanings? What else do you notice about the book?

- What kind of book do you think this will be? Do you think it will be science fiction, fantasy, realistic fiction, historical fiction, mystery, a crime story?
- What do you think the plot will be about? Make a one-sentence prediction for each book.
- What kinds of characters do you expect to meet in each book?
- What will the settings be like?

Write your findings in the table on the next page.

Which of the books would you like to read? Award 1 – 3 stars  to the books, depending how interesting they look. Mark the stars in the first column. Then decide which book you would like to read. Write down your first, second and third choices on a sheet of paper and stick your paper up on the book poster under the title of your first choice. As far as possible you will be given your first choice.

2. Getting ready for the book: Making predictions

While you wait for your chosen book to arrive imagine what might happen in your book. We will try a **10-minute free-writing activity** in class. Write down what you expect from the book. Use the following expressions and the "will" future. Use your reading diary for all the tasks.

I hope that.....

I wonder if

I bet that...

I'm afraid that...

I (don't) think that...

}
} will ...


3. The books have arrived!!! Let's start reading

Get together with your friends who have chosen the same book (3-4 students). Read quietly for 20 minutes. Read slowly and imagine the scenes and characters as vividly as possible. After 20 minutes meet to discuss your reading. Distribute the task cards in your group. Each of you is responsible for a different task. Read your task card carefully, then guide your group through the activity. Write all the questions and answers into your reading diary.

4. Homework:

Read chapters by

Read slowly and carefully and mark any interesting passages in your text. Choose 3 phrases or expressions that you would like to remember and write them on vocab. cards. Then write a five minute entry (non-stop writing) into your reading diary.

Book title and 	New words per page	Other comments about the book:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:
		Type of book: Plot prediction: Characters: Settings:

Task 1: **Language Police**

English please!!!

In this activity you are responsible for reminding your group to speak only English. Whenever you catch somebody using German show them this card.

Task 3: **Character Detective**

List all the characters that you have met so far. What do you know about them? Who are they? What is their role in the story? What mood are they in? Do you like/dislike them? Do you trust/mistrust them?

Task 2: **New Expressions Expert**

Ask each of your friends to find one new phrase or expression that they would like to remember. Highlight these phrases in your book and write them on vocab. cards.

Task 4: **Where and When?**

Where and when does your story play? Find a passage in your text where the setting (place and time) is described. Highlight it and copy a few important details into your reading diary.

Task 5: **Asking questions**

Ask each of your friends to write down one question that they have in mind now. What is it they would like to know about the book? Share your questions and write them into your reading diary. Maybe you can answer them later or ask your teacher.

5. Reading Circle Activities

1. Get together in your reading group and decide who is going to be the **Language Police** and **Group Leader** today? Remind your friends to use English only in their discussions and to stay on track (= not digress from the topic). In case of disagreements make sure that your friends argue their point politely.
2. **Sharing Reading Diaries:** Read each others' reading diaries and discuss your reactions to the story.
3. **Work with the small Discussion Prompt Cards¹.** Sort the cards by color and put the piles face down on your desk. Take a card from the top of a pile and read it out to your classmates. If the card doesn't apply to your book at all, put it back and take a new one. Do the task carefully in your group. Write all your answers into your reading diary. When you have completed a task, take a new card from a different pile. Take turns reading the tasks out and leading the discussion. Do as many tasks as you can but do them carefully and thoroughly.
4. **Workshop and Homework Tasks:** On the following pages you will find 13 tasks. You have one double period in class to do them. You may work alone or in a small group. Do the other activities at home. Write all your answers into your reading diary. Always write clear headings (number and name of activity).
5. **Reading on: Read chapter(s)** by and write a 5-minute non-stop entry into your reading diary.
6. **Vocabulary Work:** Collect good phrases and write 20 new vocab cards for the whole book. Hand them in with your reading diary.

¹ Laura Robb and Rick Brown, [*50 Fabulous Discussion Prompt Cards*](#)

Useful materials and ideas

Find more ideas on epeg.at


50 Fabulous Discussion Prompt Cards: [downloadable PDF](#)

Can be used again and again. For lower intermediate speakers you might want to adapt the language a bit.

#5/Character

Show Me the Support


As a group, discuss several adjectives that describe the main character and pick the best one. Then scan the book for a line or a passage that proves you right. Take a vote on which section provides the strongest evidence.



#6/Character

Minor Character

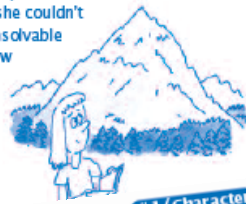
Imagine you are having pizza with one of the minor characters in your book. Think about how this character would view a conflict that the main character faced and how they would have solved it. Discuss from the minor character's point of view.



#7/Character

Unsolvable!

The main character of your book has problems that he or she couldn't solve. Choose two unsolvable problems, explain how the main character deals with each and why each one is impossible to resolve.



#13/Setting

Past, Present, Future

In this book are the characters living in the past, the future, or do they remain in the present time? What did you learn about the time period? Do you think the world is better or worse off now?



#14/Setting

Important Scenes


Pick your favorite character. Which settings deeply affect the character's decisions and feelings? Which create problems? Identify two or three settings and clearly explain the impact each has on the character.



#1/Character

Heart-to-Heart


The main character wants to meet you at the local diner to talk about everything he or she has been going through. Think about conflicts this character faces. Then tell the main character what you think about how he or she handles them, and what you consider to be his or her greatest strength—and his or her greatest fear or flaw.



#2/Character

Mood Clues

Mad? You slam a door. Hurt? You cry or run away. Sad? You slump your shoulders. What you say and do communicates your mood and even your personality. The same is true for book characters. Find and discuss two character-revealing passages, and explain what each taught you about that character's feelings, motivations, and personality traits.



#16/Setting

There!


Which character describes a place with so much detail that you can feel like you are there?



#3/Character

Choose a Character


Discuss this if you had to be stranded on a deserted island with any character in this book, who would it be? Why? Who would be your last pick? Why?



#4/Character

Movie Tag Line

You've been hired to write a one-sentence tagline to promote the movie version of this book. With your group, come up with a single sentence that conveys what the main character faces, and what he or she discovers about himself or herself or about others.



Booklets for all ages: The pedagogy of the blank sheet

These booklets are my favorite projects. The idea is based on Hannelore and Helmut Zehnpfennig's concept of the "Didaktik des weißen Blattes" (see below). This idea can be used at all levels, from beginners to advanced learners. The results are always stunning and much more interesting than answers to teacher-created questions and tasks. They really show how students have understood a novel or a topic in general.

Didaktik des Weißen Blattes

Hannelore Zehnpfennig (Grundschullehrerin) - Helmut Zehnpfennig (Soziologe)

Im **Offenen Unterricht** von Hannelore Zehnpfennig werden alle Fächer zum freien Arbeiten angeboten. Ausnahme: Sport, Musik, Religion und Kunst. Die herkömmliche **Zeit-, Raum- und Stoffstruktur** wird **aufgelöst**. Das heißt: Raum ist individuell nutzbar, Zeit ist individuell nutzbar für die Fächer, Stoff wird selbständig ausgesucht

Didaktik des Weißen Blattes

Der Sitzkreis zu Beginn und am Ende des Unterrichts ist freiwillig. Zehnpfennig wählt den Weg der drastischen Einschränkung des Materials. Sie fordert eine kleine Handbibliothek mit Nachschlagewerken und Fachbüchern zu vielen Themen, Schulbücher sind nicht dabei. Sie können höchstens als Angebot in der Klasse aufliegen. Heute ist auch der PC wichtige Infoquelle.

*„Unser wichtigstes Arbeitsmaterial ist das **weiße Blatt Papier**, unseres Erachtens das kreativste Material, das es gibt. Es stellt **"wahrscheinlich die größte Herausforderung an die Imagination der Kinder dar"** stellt Peschel (1996, S.38) fest, nachdem er unsere "Pädagogik des weißen Blattes" kennengelernt hatte. Das leere Blatt fordert oder provoziert geradezu die kindliche Phantasie es zu füllen. Wie, das sagt ihm weder das leere Blatt, noch sagen wir's. Das Kind muss selber entscheiden und gestalten. **Ein Arbeitsergebnis ist zu dokumentieren, ein Sachthema zusammengefasst darzustellen, um in ein gemeinsames Buch zu kommen. Welche Informationsquellen benutzt werden und wie, überlassen wir vollständig dem Kind.** (Zehnpfennig/Zehnpfennig 1992)“*

Für die Eigenproduktion von Arbeitsblättern spricht ein gewichtiger Grund:

*„**Selbsterstellte Arbeitsblätter sind immer auch aktive, individuelle und 'originelle' Lösungen von Problemen**“ (Zehnpfennig/ Zehnpfennig 1995c, S. 7). Und darauf legt Zehnpfennig in ihrem Offenen Unterricht viel mehr Wert als auf die noch so korrekte Ausfüllung eines vorgegebenen Arbeitsblatts. **Weniger wichtig ist uns, ob Arbeitsblätter ästhetisch oder didaktisch perfekt sind. Wichtig ist vor allem, dass sie von den Kindern selbst und für andere verständlich sind.** Diese Fülle an Arbeitsblättern wird dann thematisch zu "Büchern" versammelt, wie z.B.: "Kniffelbücher" (Mathematik) oder "Rumänien" (fächerübergreifend) und präsentiert.*

gop

http://www.zeugner.at/files/nachlese/010909/Go_OffUnt_Didaktik_des_weissen_Blattes.pdf

The preparations and instructions are VERY simple:

Step one: Each student receives a blank booklet consisting of 3 white A4 sheets folded and stapled together like an A5 booklet. I usually use a colored sheet on the outside but this is not really necessary. In some cases I copy the title page of their book on the cover to get them started. You'll need a long-arm stapler to produce these booklets.



Step two: Ask the learners to fill the booklet with anything that shows their understanding and reaction to the book they have read.

Do a short brainstorming with the class what this might mean. Students come up with many of the ideas they know from their reading diaries and presentations such as:

- Letters or postcards (from the point of view of the characters or to one of the characters), Maps showing the settings of the story,
- Travel brochures advertising the places,
- Diary pages,
- Sociograms,
- Plot diagrams,
- Reviews for Amazon etc.
- Newspaper articles
- Creating their own title page ...



Step three: When the booklets are finished the students meet in their groups and share their products. This step can be very interesting and learners see different interpretations of the task and different reactions to the books.

Step four: Optional

Sometimes, if there is not enough time for a round of book presentations ask students to meet with 3 classmates who have read different books and find the similarities and differences of their novels.



Sample pages from such booklets

Letters and Postcards



Letter to Gerry

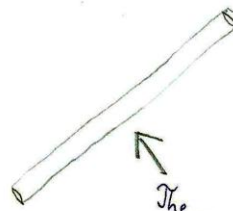
Hey Gerry,

I know it's not easy to do everything right. School, soccer, friends, family but one thing must be clear: John is your best friend and you must be on his side!! Not in the opposite gang. Sure you get drawn in the choke thing and your dad lost his job but John was on your side also in hard times! In the game against Norton you and him were the absolute match-winners! → ⑤ ⑥

but when somebody sticks a piece of chalk into John's pocket and you know who it was but are too afraid to say it then you're not a good friend. But I know in future you will stand to your friends and will stand to your personality!

yours
Ellie

$$\begin{aligned} x + 2 &= 5 \\ x &= 3 \end{aligned}$$



The piece of chalk that "appeared" in John's pocket.

Brochures

Brochure of the Hotel

LENS
THE Husky-Hotel

Welcome

A big hotel with many rooms and friendly workers

Nearly every night, you can see a Polarlight.

OPEN

The pretty landscape

And the Best is inside!

For the prizes go on our homepage: <http://www.BJOER-husky-hotel.com> or on: <http://www.Capland.com/husky-hotel/prize/>

And if you want to visit Sweden we have journey that only costs 50€ for the drive, the guide and the drive back!

50€

Husky-sled riding! with your sled. Aki and Kalle will go with you. Now some pictures of Aki and Kalle and don't forget:



3

Winter safaris

Winter Safaris

Winter Safaris - Exciting trips through the wilderness with family and friends

All inclusive:
Breakfast buffet
Lunch and dinner restaurant



Enjoy our new hotel with lovely rooms, a great view and finnish saunas, were you can relax and rest!



Make friends with fabulous huskies and try to drive a dog sled on your own, you will not regret it!

Experience the wilderness, like you never did before and see the wide and open landscape which is still as beautiful as centuries ago!

Info:

Kelotie, Saariselän Siula, FI-99830
Winter Safaris
Phone +358 (0)16-668 402
E-mail info@wintersafaris.fi



Recipes

Recipes

Hot chocolate (from the hut)

Ingredients: Milk, Chocolatebar, sugar, schnapps made out of cloudberries (Malkebeere)

Heat up the milk in a pot, cut chocolate into pieces, add to milk, stir until solved,
Add sugar, beat until creamy.
If preferred add a shot of cloudberry schnapps.

Crisp Waffles

Ingredients: 1/8 l cold water, 160g flour, 60g butter (melted), 200ml milk, 2 teaspoons sugar.

Stir together flour and water. Add milk, melted butter and sugar. Heat the waffle iron and bake the waffles.
Serve with fruits or jam (raspberries, cloudberries, cranberries...)

Both recipes are good for cold and dark winter days.

Great idea 😊

Other ideas: Recipes, Travel info,

HUSKIES!!!

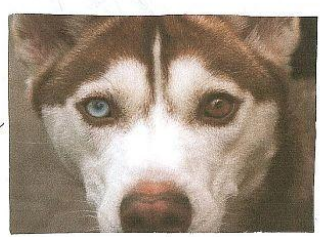
A Husky is a medium-size working dog. It is black to grey and has its origins in Siberia. It has a thick fur and is the closest made to wolves. Interesting about Huskies are their eyes: They can be blue, amber, pink, brown or green, sometimes even the same dog has different eye-colours!

Size: Male: 50-60 cm high, 20-27 kg
Female: 50-56 cm high, 15-24 kg



A male black and white coloured husky.

A Husky with one blue and one brown eye.



A young female husky playing in the snow.

If I was...

Example from *Lord of the Flies*

Me in that position

If I would land on an island with some friends of mine I probably wouldn't try to be the chief. I think it would be very hard for us to decide who will be the chief and who is allowed to say what has to be done. Another great problem would be that all would start talking at the same time, that's why you would have to introduce something like the conch in the book that I've read. This will help a lot and after you have voted for a chief, everybody has to obey him and has to follow his rules. For me it is impossible to be the chief, because most of the time I don't like to tell the others what to do and I don't like to carry all the responsibility. Still, I would try to add my ideas if I think that they are meaningful and could help. In my opinion it would be very important to come together at least one time a day and discussed what has been done already and what has still to be done. This would be very important, because otherwise people start to get confused and just do what they want.

All in all I think that this situation isn't at all easy to handle and a lot of problems would probably occur.

Characters (briefly)

Creative Catalogues

Winnie's Catalogue

105 €

260 €

51.800 €

900 €

20 €

These are Winnie's warm gloves they are so colorful. They are green, pink and orange. The gloves are really cool. These are the coolest gloves ever.

130 €

This is a brilliant vase. On the front of the vase there is a red flower. The background is brown. The flowers stalk is light green. Every witch would like to have a vase like this.

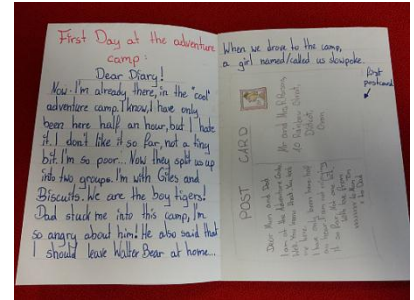
800.000 €

This is Winnie's cooking pot. It is black and there is a nice looking red apple on the front. This is a really really, big pot. It is 1,2 m high and 40,5 cm wide.

300 €

These are Winnie's Christmas socks. These are yellow stars on it and a Santa Claus. These socks are very warm and soft. The background is red. Love the socks.

Origami books or Diaries



Fagin's Diary

Dear Diary,

1st of Sept.

I think it's over now, there is no chance to hide anymore.

They have found out the murder of Nancy and make the murderer worry Bill. He is hiding with us, so if they get him, they'll get us too. I read about that in the newspaper this morning, so I know that the police are also searching for me. If they get me, I'll be hanged, horrible, isn't it, my dear?

Please help me, I don't know what we can do! The only thing I can do just now is, sitting here, waiting and praying that they won't find us very quickly, so we still have some time to find a solution to our terrible situation.

God help us!

Dear Diary,

4th of Sept.

Wow, what a week! I have never experienced anything like that before: Fagin and Bill tried to kill me. The police found out about their intention because Mr. Brownlaw had told them and they were searching for us. When they were about to catch us, Bill took me hostage and hanged himself unintentionally. I finally got a new family and Fagin, my good old friend, was hanged too.

So you can imagine how I am feeling at the moment, I am happy and sad at the same time. On the one hand, I've got a new and wonderful life, a new home, a nice father and I learned how to read and write and many other great things.

On the other hand I lost my good friend Fagin, who supported me when I had nothing, no home, nothing to eat and no family. I also lost all the other boys who showed

-Oliver Twist: Fagin's diary entry and a newspaper article about the same events.

14-year old girl brutally beaten to death

in case Sykes was still there, which unfortunately wasn't the case. Nancy B. was killed in the late evening on Tuesday with a cane. William Sykes is the prime suspect, but the police still gather evidence. "There is no need to worry", appeased Mr. Lang the alarmed population of East London, "Sykes has probably left London. Such a dreadful murder will definitely not happen again. The police is on the right track!" Of course the people of Spittlefields are still very frightened and concerned, after all Mr. Brownlow, a book seller, has reported to the police the very William Sykes for having kidnapped the ten year old Oliver T. Now we have to ask the police: Is there a connection of the murder of Nancy B. and the kidnapping of Oliver T.?

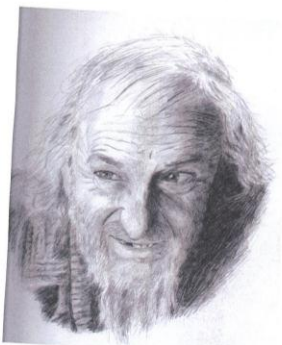
Horrifying news reached the police station of Spittlefields, London, yesterday in the late morning: Nancy B. was ruthlessly murdered in the flat of the dangerous criminal William Sykes.

Yesterday, at a quarter past nine, Elis K. wanted to visit her friend Nancy B., who lived at that time in the house of William Sykes. The fifteen year old girl noticed a track of blood coming from the front door towards her. She was horribly scared, however, Elis was brave enough to open the door and take a look at the body. She hurried to the next police station, where a confused police officer couldn't understand what the shaking girl was stuttering "Blins Street" and "blood" where the only things he could get out of her. The girl was sent to the doctor but she only was in shock and will get well soon. In the meantime the police officer, Mr. Lang, called the central police and a few minutes later, five police carriages were heading towards Blins Street. Over twenty armed policemen encircled the house, just

Dear Diary!

How I hate Fagin and the boys. I had a perfect life and now, they really brought me back, because they probably think I would tell someone, but I WOULDN'T!!! Nancy and a man called Bill brought me back. I hate them too. And I thought they would be my friends. Ahhh... I'm that angry. They took my good clothes away and they took everything I had on. They're that mean. Sorry I'm to angry to write. I'll maybe draw something but, yes I can't even say in words how I feel right now. Yours,

Oliver



By the way that's Fagin.

Dear Diary!

AAAAAUUUUUUTTTTCCCHHHH!! My arm, my arm is hurting that much I can't even describe. ;/I have the feeling that the gun is still inside me. Yes, I had a gun in my arm. I will tell you the whole story now. Well, Bill-a friend of Fagin- said that I have to break in to Mr. Brownlows house. I went there with Bill and a friend of Bill. When we were there I had to climb in over a small window, then I should go to the door and open it for Bill and his friend. When I was in there I suddenly fell over a chair. It was that loud that Mr. Brownlow and his home help (an old woman, a very nice one) woke up. Before they could even recognize something I opened the door and Bill and his friend came in. Mr Brownlow had a rifle in his hand and Bill a gun. Suddenly both shot. One shot went into my arm. After that Bill took me and we ran away. I couldn't walk. It was rainy outside and slippery. Bill ran so fast that he fell into a river. Me and Bill friend ran home. Bill is ill right now and I'm really afraid of him. I need help, from someone, I think that everything could happen right now. Can't someone shoot at me that I'm dead, and that I don't have to live this horrible life with this heartless people. :(

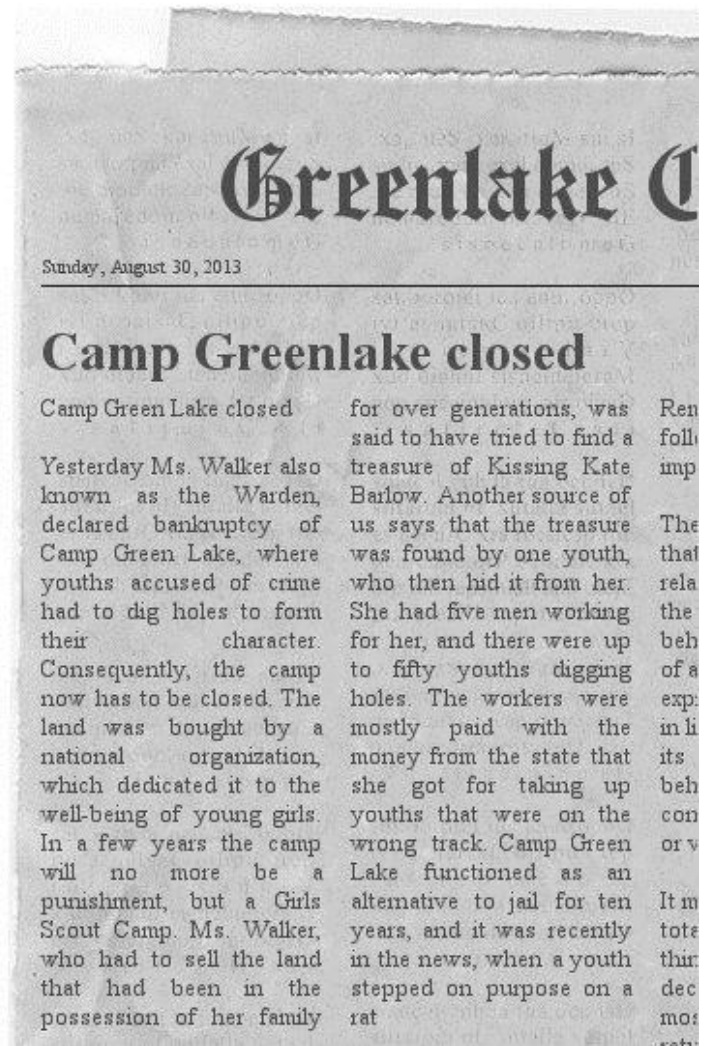
Oliver

Newspaper Articles

Instructions: Choose an important moment in your book and write an article about this event for a local newspaper.

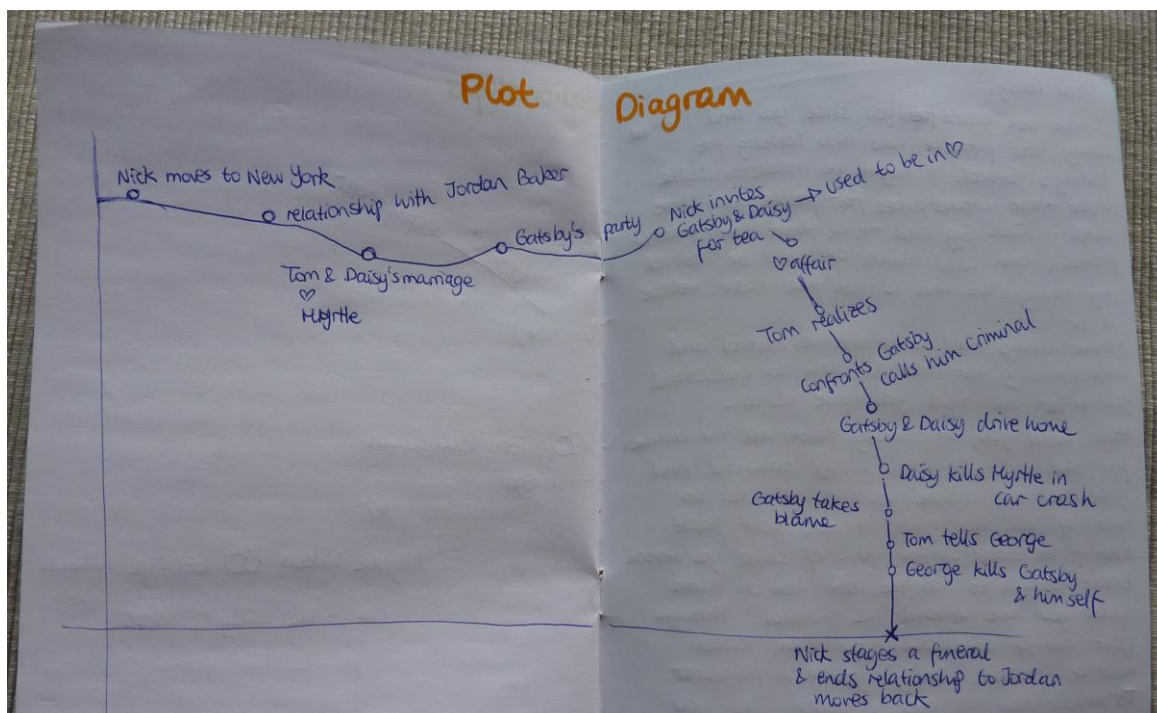
Remember: The journalist does not know everything; focus on one event – do not tell the whole story or include the characters' private thoughts and feelings. What would the readers of the local newspaper want to know?

Tip: for the layout of a newspaper article use the online Newspaper Clippings editor : <http://www.fodey.com/generators/newspaper>



Plot Diagrams

Example from *The Great Gatsby*



Letters to the Author

Email to the Author

Dear Mr. Ian McEwan

Firstly I want to congratulate you for the Booker Prize award you have received for Amsterdam. I personally have read the book and have to say that I really did enjoy it a lot. In fact I finished it in a very short period of time, and I found myself hooked from the very first page.

However, after I finished reading I was left contemplating about a few things and pondering about some questions only you can answer. The first question I would like to ask you is about Clive and his music passion. Why did you give great emphasis on Clive's composing process. In fact those passages were brilliant and mesmerizing but I wonder why you know so much about composing, have you studied music or tried to compose yourself?

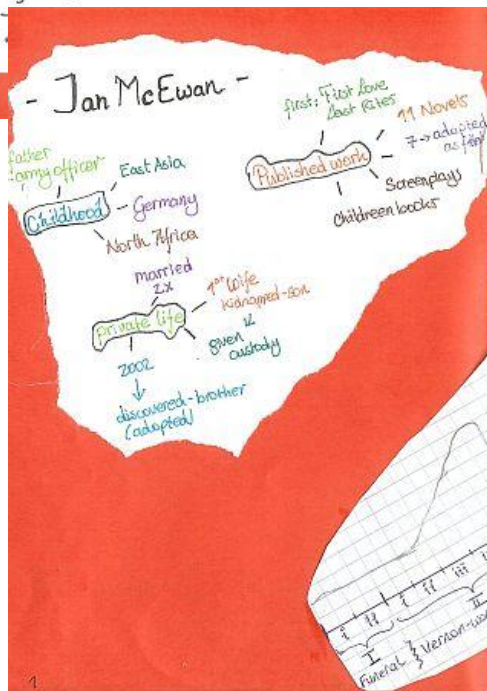
Another thing that occurred to me is that all female characters in the book seem to be faultless and innocent while the bad sides of all male characters have been uncovered, is there a particular reason?

One last question concerning the end, why did you choose to have Clive die happy, not knowing that he has been poisoned but Vernon grasp in his last seconds what has happened?

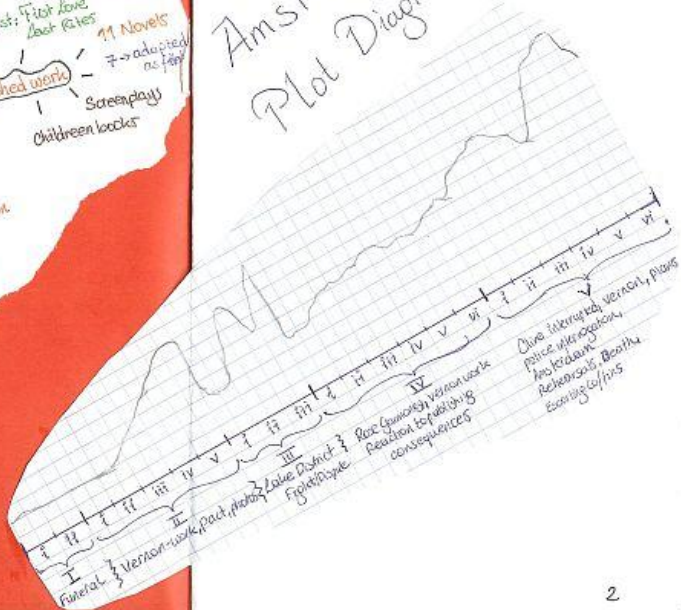
These are only a few of the questions I had and knowing that you are quite busy, I would really appreciate if you would take the time to answer these questions!

yours faithfully,

Furtuna



Amsterdam Plot Diagram



Famous Composer and Newspaper Editor Commit Double Suicide

Amsterdam: The renowned composer Clive Linley and ex-editor of *The Judge* Vernon Halliday were found dead Saturday morning in a hotel in Amsterdam

Both Clive Linley and Vernon Halliday flew from London to Amsterdam on Friday, the former for orchestra rehearsal of the *Millennial Symphony* he had been commissioned to compose, the latter for a business meeting. After a day's stay in Amsterdam the two men were found dead in their hotel rooms the following day by the cleaning staff of the hotel.

According to autopsy results both had been poisoned by lethal medication they had taken with champagne in the evening party that took place in the hotel. Among friends and family it's known that Clive Linley and Vernon Halliday had a close relationship and were old friends.

Acquaintances who were also at the party have reported to

Both men accepted that the nature of the request, its intimacy and self-conscious reflection on their friendship, had created, for the moment, an uncomfortable emotional proximity which was best dealt with by their parting without another word.



have seen them leave at the same time that evening. In view of the fact that their death seems very identical, it's suspected that they could have made a suicide-pact.

However since no suicide note has been found yet, the real motive for their death is still unknown. One speculation is that Vernon Halliday's resignation from *The Judge* could have led to this. As for Clive it's assumed that the extreme pressure and stress he had been under in the last weeks composing the symphony could have been one reason.

Their death also has revived talks about the controversial euthanasia laws in Holland. This had been the subject of discussion last week when a medical scandal was uncovered in which doctors exploited these laws helping people commit suicide. In this case the two men couldn't possibly have legally bought the lethal medication anywhere else in Europe if not in Amsterdam.

Some Themes with Quotes

Journalism

It's time we ran more regular columns. They're cheap, and everyone else is doing them. You know, we hire someone of low to medium intelligence, possibly female, to write about, well, nothing much. You've seen the sort of thing. Goes to a party and can't remember someone's name. Twelve hundred words.'

Hypocrisy, Moral decisions

Lying on the bed beside him was a venomous little card gloating over his downfall, written by his oldest friend, written by a man so morally eminent he would rather see a woman raped in front of him than have his work disrupted.

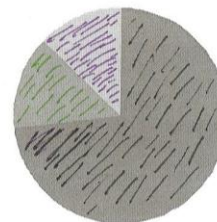
Friendship

Put most crudely, what did he, Clive, really derive from this friendship? He had given, but what had he ever received? What bound them? They had Molly in common. There were accumulated years and the habits of friendship, but there was really nothing at its centre...

Conceit

There were moments in the early morning... when Clive... had once more a passing thought, the minuscule fragment of a suspicion that he would not have shared with a single person in the world... the thought was, quite simply, that it might not be going too far to say that he was... a genius. A genius.'

Setting



- London: Clive's house, The Judge building,...
- Lake district
- Amsterdam

The pie chart above shows the three main places used by the author. Surprisingly although the book is called Amsterdam only 13% of the book is set in this city. A hiking area in England called Lake district also has a similar share. As can be seen, the majority of the book is however set in London's