PXL EDUCATION

**PROFESSIONELE BACHELOR IN HET ONDERWIJS
SECUNDAIR ONDERWIJS**

Afstudeerproject
Modern literature
integrated in the English classroom

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ENGELS

SILKE BONGAERTS
ENGELS - GESCHIEDENIS
ACADEMIEJAAR 2014-2015

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Preface

Writing this thesis was an eventful project that proved to be challenging at times. I learnt a lot throughout the process and got an inside in the minds of my future pupils. This project focussed on one of my interests as well. I enjoy modern literature and wish to integrate it more into the English classroom. It gave me great insides on the different parts of literature and a change to focus more on something I liked. Of course I want to thank a couple of people for the realization of this thesis.

This thesis would never exist without the help of Miss Rosseels, the promotor of this project. Many ideas were created due to her help and even more errors were erased by her doing. Therefore, I would like to thank her for the support and help throughout the whole process.

I would like to thank Sint-Franciscuscollege in Heusden particularly for reacting so enthusiastically to my survey. They offered the best responses and helped me get a better view and inside with their pupils' answers. The research would be incomplete without their part.

Next I would like to thank Dagmar Wouters for her help during one of my many blocks. She offered some of her ideas and helped me create more than one part of this thesis. A big "thank you" is in place.

Of course I also want to thank my parents, family and friends for their endless patience and help. During one moment or another they proved to be helpful.

The only thing left for me is to wish you an interesting read.

Silke Bongaerts
June 2015

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Introduction

Literature is an important part of learning a language. You learn a lot of new words and structures by reading novels or taking examples out of them. We use literature in class, not only to learn pupils new words and structures, but to teach them about historical events and aspects of life. However, classic literature is used more often in English. The importance of Shakespeare can't be denied, but modern literature would teach the pupils even more things. Modern literature holds everyday English, life lessons and information about historical events. Nowadays novels are advertised more and more, meaning that pupils find themselves reading even more.

With this project I wanted to prove the impact that modern literature has and how it's a good idea to integrate it in the English classroom. There are some aspects that need to be considered in this process.

Therefore I started this thesis with a survey for pupils to fill in. Their opinions and ideas are valuable for the outcome. The set-up, expectations and results of this survey are discussed in the theoretical part of this thesis. A conclusion is also made.

This part is followed by an explanation on the importance of films in relation to novels. The importance and usage of apps is discussed as well.

The second part of this thesis contains the didactical material. This part is split in an explanation and the actual didactical material.

Finally, you can find the overall conclusion of this thesis.

1   Survey

Integrating literature in the English classroom is more than just an action. You have to be precise about what you're integrating into your lesson. More importantly, you need to hear what pupils have to say about this and adapt your intentions to their answers. I made a survey to find out how pupils think about literature and integrating it in the English classroom. This survey will help me with my search for a way to integrate the right kind of literature.

1.1   Set up

The set up for the survey was basic. There were some simple questions for the pupils to answer. The survey was made on a website called enquetemaken.be. I contained only thirteen questions for the pupils to answer. I sent emails to 15 different schools. I requested if they could sent my survey to their pupils and let them respond to it. The link to my survey was in the email I sent and that way the schools could spread my survey to everyone they wanted to.

The following schools were contacted:

- SAB (Bree)
- PSSD (Diepenbeek)
- Sint-Jan Berchmanscollege (Genk)
- Regina Mundi (Genk)
- Humaniora Kindsheid Jesu (Hasselt)
- Virga Jesse college (Hasselt)
- Don Boscocollege (Hechtel)
- Sint Franciscuscollege (Berkenbos)
- Inspirocollege (Houthalen)
- Bovenbouw Sint-Michiel (Leopoldsburg)
- PROVIL (Lommel)
- Heilig Graf tweede graad (Maaseik)
- Helix (Maasmechelen)
- Pius X college (Tessenderlo)
- SJB (Zonhoven)
- Sint-Aloysius (Zepperen)

Only Sint Franciscuscollege, Inspirocollege and Pius X college let their pupils do the survey. I received most responses from Sint Franciscuscollege. The other schools didn't respond to my email. Only one school denied my request in a polite email.

The following questions had to be answered in my survey:

- I'm a student from… (*ASO, TSO, KSO*);
- What's the name of your school;
- I'm a pupil from… (*second or third form*);
- How often do you read novels;
- Do you like reading;
- What language are the novels you read in;
- How are your grades for English;
- Do you think you're good at English. Explain;
- Do you think you know enough English to read English novels;

- What English literature did you read for school;
- What English literature do you read in your pastime;
- Do you think it's a good idea to integrate more English literature in the English classroom?

Through these questions the pupils will provide me with enough information for this project.

Question one: I'm a student from…

In this survey pupils from ASO, TSO and KSO get a chance to give their opinions. I didn't include pupils from BSO, because they mostly don't have English. Their representation in this survey would be far too minimalistic to include them.

Pupils from KSO were included because they normally have English as well.

Question two: what's the name of your school

/

Question three: I'm a pupil in …

This question is to find out which form the pupils are in. Pupils from the second form just came in contact with English, so it's normal that they don't have that much knowledge about English literature. Pupils of the third form are expected to know more about English literature, because they have already studied some literature in class. Other than that they watch films. Some novels are made into films and that way pupils are unconsciously aware of literature. For example: The novel T*he fault in our stars* was a big hit with teenagers after it was made into a film.

Question four: how often do you read novels?

This is one of the main questions of the survey. The set-up is mainly to find out how many pupils still read actively. There are many complaints that pupils don't read as much as they used to. I want to know if this is really true.

Question five: do you like reading?

Someone who reads a lot and someone who likes reading is not necessarily the same person. Some pupils have to read a lot for school, they don't really like doing it, but they have to. Someone who likes reading will probably do this in his or her pastime.

Question six: what language are the novels you read in?

Pupils can read a lot, but it can be in another language than English. They can read many novels in Dutch or another language. Pupils from other cultures (e.g. Moroccan, Turkish, Indian…) might prefer novels from their own culture.

Question seven: how are your grades for English?

There can be a link between a pupil's grades and how much they read. Question four and seven are therefore related. I have to look at the result for these questions together, per pupil. That way I can find a link between someone's grades and the amount they read.

Question eight: do you think you're good at English?

Do the pupils value themselves? How do they see their abilities in regard to the English classes they get in school? Are they good at English or not? A negative perspective towards English can result in bad grades. Maybe if classes integrated more literature or if classes were organised differently, this would not be a problem.

Question nine: do you think you know enough English to read English novels?

Pupils learn a lot of vocabulary in class, but yet there is so much vocabulary in literature that teachers don't cover. Many words don't surface in class, but are frequently used in English literature.

Question ten: What English literature do you read for school?

This question will provide more information about the diversity of novelss that pupils have to read for school.

Question eleven: What English literature do you read in your pastime?

The novels pupils read in their pastime are the ones they are really interested in. They really want to read them, they are not obligated to do so. The answers for this question will provide me with a list of novels that are popular among teenagers. These novels might be more suitable to work around in class, rather than the novels they have to read now.

Question twelve: Do you think it's a good idea to integrate more English literature in the English classroom?

What do pupils think of this idea? It's important to let them have a say in the changes that might be made. Pupils have another view on things than teachers, but that's not necessarily bad. They can help us see things from a different perspective.

1.2   Expectations

The goal of the survey is to find out what pupils think about English literature. I want to know if there is still a large group of pupils that like to read and what novels they find interesting. The novels that are the most popular can be used to integrate modern literature in class.

I expect some novels to be frequently named in the survey. There are novels that are turned into films, which are very popular with young adults. Examples are: *The fault in our stars, Divergent, The hunger games…*

There will be some surprises as well. I know that not everyone will like to integrate literature and that others will say completely the opposite.

1.3   Results

1.3.1   Statistics

The response to the survey was good. 288 pupils, divided over 3 schools, have responded. Most of the answers came from Inspirocollege in Houthalen and Sint-Franciscuscollege in Heusden-Zolder. There was one respondent from Pius X college in Tessenderlo.

81% of the responding pupils are ASO-pupils. The other 19% are TSO-pupils. None of the responding pupils was from KSO. The main goal for the integration of literature will therefore be ASO, as it takes up the biggest part of the survey.

The percentages for question three are neatly divided. 44.80% of the responding pupils are in second form, while the other 55.20% of the responding pupils are in third form.

Around 40% of the pupils read every day or at least a few times a week. The other 60% of the pupils don't read or read only when they have to.

However, when you look at the next question, it appears that not that many pupils detest reading. Only 33.69% of the pupils don't like reading. The other 66.31% like reading, but 25.81% say it depends on the language.

We see that most pupils only read in Dutch. The percentages of the next questions confirm this. 90.32% reads novels in Dutch, while only 25.81% reads English novels. There is a small percentage of pupils that read French novels. This percentage (1.79%) is probably based on the French novels that pupils have to read for school.

There was also a small group of pupils that mentioned other foreign languages in which they read novels. Examples are Italian, Turkish and Moroccan literature.

1.3.2   Open questions

The second part of my survey consisted of open questions. The pupils had to give their opinion or had to answer with their personal experiences. These questions weren't measured in percentages like the previous ones.

Question seven is about the pupils' abilities. How good are they in English? Well, most pupils have the same answers. Either they're good at English, or either they're bad at it. Only a small amount of pupils seems to think there's an in between.

They divide grammar and vocabulary into two different things. Many say they can express themselves in English, but have trouble putting it in writing. The many grammatical structures are hard to study and are the biggest struggle for the pupils.

There are a few pupils that complain about the amount of vocabulary they get. They think they don't study enough vocabulary to express themselves in English. There's an overload of grammatical structures and therefore vocabulary is pushed aside.

An interesting detail in the pupils' answers is the mentioning of films, the internet and games. They explain that they learn more English from films, the internet and by playing games. Therefore it's definitely interesting to integrate more novel-film exercises in English classes.

Pupils get to watch films and then have to compare these films with the novel versions. That way we can integrate literature more and in an interesting way.

The next question was about the level of reading that the pupils possess. I wanted to find out if they know enough English to read novels. There were two answers that reappeared a lot.

There are many pupils that have to look up words when they read English novels. This shows that a lot of vocabulary frequently used in literature is not learned in school. Pupils say they use the internet to look up most of the words. That way, they learn new vocabulary through the internet.

The other most frequent answer was that the pupils didn't understand all the words they read. The context of the text helped them understand these words. They didn't need to look up the words in a dictionary or on the internet. It proves that pupils don't need to have such an extended vocabulary to read English literature. Pupils can learn a lot by reading novels.

To end the survey I asked for the pupils' opinion on integrating literature in class. It's important to know how pupils see this integration. They usually have other ideas, but that doesn't necessarily mean that they're bad.

There was an interesting amount of pupils that really liked the idea of modern literature in class. They didn't like the classic literature they got now and were eager to replace it with modern literature.

Others mentioned that they would learn a lot more from literature than from grammar and vocabulary lessons. This would be a new and better way to learn English in class.

Some pupils were really against the idea of integrating literature. They were bad at English or didn't like reading. Some said that if you pushed pupils to read, they would dislike it even more.

Someone who disliked the idea mentioned that this was a good idea for the pupils who study modern languages, but not for pupils who focus on science, mathematics and economics. This was an interesting view and it definitely needs to be taken into consideration.

1.3.3 Read novels

I also asked the pupils to list the novels they read for school and what novels they read in their pastime. The first list contains the novels that the pupils read for school. The other list gives an overview of the novels that the pupils read in their pastime.

- **Novels read for school**

Animal farm – *George Orwell*	The silver sword – *Ian Serraillier*
Emma – *Jane Austen*	The Alchemist – *Paul Coelho*
Tess d'Ubervilles – *Thomas Hardy*	Sherlock Holmes – *Sir Arthur Conan Doyle*
The curious Incident of the dog in the night time – *Mark Haddon*	The adventure of the speckled band – *Sir Arthur Conan Doyle*
The picture of Dorian Gray – *Oscar Wilde*	The monkey's ear – *Anthony Horowitz*
One flew over the cuckoo's nest – *Ken Kesey*	War of the worlds – *H.G Wells*
Romeo & Juliet – *William Shakespeare*	The messenger – *Markus Zusak*

| Lord of the flies – *William Golding* | Treasure Island – *Robert Louis Stevenson* |

Most of the novelss read in class are classics. These novelss are in the curriculum for a reason. They have a good backstory, interesting themes to discuss in class, a certain (political) message, etc. However, you can see a difference in the novels the pupils read at school and the novels they read in their pastime.

- **Novels read in pastime**

The fault in our stars – *John Green*	The perks of being a wallflower – *Stephen Chbosky*
Before I die – *Jenny Downham*	Harry Potter series – *J.K. Rowling*
A walk to remember – *Nicholas Sparks*	The great Gatsby – *F. Scott Fitzgerald*
The bridges of Madison county – *Robert James Waller*	Love letters to the dead – *Ava Dellaira*
The end or something like that – *Ann Dee Ellis*	Looking for Alaska – *John Green*
Robison Crusoe – *Daniel Defoe*	The Hunger Games series – *Suzanne Collins*
The Hobbit – *J.R.R. Tolkien*	Storm Front – *Richard Castle*
Heat Wave – *Richard Castle*	Naked heat – *Richard Castle*
The mortal instrument series – *Cassandra Clare*	If I stay – *Gayle Forman*
Fangirl – *Rainbow Rowell*	The last song – *Nicholas Sparks*
The book thief – *Markus Zusak*	The moth diaries – *Rachel Klein*
The maze runner series – *James Dasher*	The hitchhiker's guide to the galaxy
Hush hush series – *Becca Fitzpatrick*	Divergent – *Veronica ROth*
The catcher in the rye – *J.D. Salinger*	Everything is illuminated – *Jonathan Safran Foer*
Iron King – *Julie Kagawa*	An abundance of Katherines – *John Green*
Wuthering heights - *Emily Brontë*	Beautiful creatures – *Kami Garcia*
The virgin suicides – *Jeffrey Eugenides*	Rangers apprentice – *John Flanagan*
The lord of the rings – *J.R.R. Tolkien*	Paper towns – *John Green*
Alice in wonderland – *Lewis Carroll*	Through the looking glass – *Lewis Carroll*
Extremely loud, Incredibly close – *Jonathan Safran Foer*	

Most of the novels here are recent or modern novels/ YA[1] novels. You can see a very obvious difference with the list of novels read in school. Although there are some classic novels (*The Great Gatsby*), you can't deny the importance of modern literature. Pupils like to read, but they mostly focus on the modern literature that's marketed towards them, rather than old classics that sometimes contain old English.

There is another important revelation. This list makes clear that pupils read a lot of novels which are turned into films. We can't deny the importance of novels that are made into films. These novels get more media attention and therefore draw more attention from pupils. I will discuss the importance of film versions of novels later on.

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[1] Young adult novels: fiction written, published and marketed to young adults or adolescents.

1.4   Conclusion

This survey was a great source of information. It provided all the answers I need to work on this project.

Some pupils surprised me with their enthusiasm with regard to literature. They came with some interesting theories. For example, some pupils liked the idea of literature, but would only integrate it in classes in which there was already an emphasis on languages. Pupils that have more classes with emphasis on sciences don't really benefit from more literature.

Most of the pupils that responded are from ASO, which means that the didactical materials made in this project will mainly be used in their classes.

The pupils provided me with an enormous list of novels that they like to read in their spare time. The most common author mentioned was John Green and most of the novels that were mentioned had film versions. This emphasizes the importance of films on literature.

I'm going to use five of these novels to create didactical material to use in class. The exercises will be about grammatical   structures and vocabulary frequently used in the novelss. That way we can find out if pupils learn more English by means of literature.

The overall conclusion is that this average pupil likes the integration of literature and sees it as a better way to learn English.

2   Importance of novels turned into films

It was already clear that film versions of novels are very important for modern literature. You can see that a lot of literature the pupils read are novels that are made into films. These novels get more publicity than other novels. There are film trailers, posters, advertisements for the premiere, etc. They catch the eye more. It's a part of everyday life.

When people know that an upcoming film is already there in novel form, they will pick up the novel as well. They want to read the novel before the film comes out. That way, they will have knowledge of the events of the film and they can compare the novel to the film.

All the above is also proven in different studies. The Atlantic[2] published an article about children actually reading novels that are turned into films. There is data from learning software that show that the popularity of a novel grows when it's turned into a film.

Take *The Maze Runner* for example. It was published in 2007 by James Dashner. When the film deal was announced the novel was read 3.000 times. By the time the film was premiered more than 10.000 pupils had picked up the novel to read. This is shown by data from Renaissance learning[3], an educational assessment and learning analytics company.

Film releases turn out to urge pupils to read novels that they're based on. Other examples that were shown in the data from the Accelerated Reader[4], a program used by Renaissance Learning, were *The Hunger Games* and *The Lorax.*

The Accelerated Reader helps the teacher figure out what novels might spike the interest of their students and helps them find out what novels they want to read.

The data also show that not all novels that have a film version get more readers because of the film. For example *The Great Gatsby* didn't get any change in readers, but that is probably because these novels are already part of the curriculum. Pupils are obliged to read these novels in school so overall the novel gets read a lot already.

Pupils are also comparing novels to film version and this also has a great importance. Pupils are aware of and discuss certain problems in modern day society. They also see the importance of certain historical events such as abolishing slavery.

It makes it easier for teachers to reach certain points and to explain these topics to the pupils. Pupils will pay more attention when you can link something to their world and not just talk them through the subject matter. Examples:

- The oppression shown in *The Hunger Games*
- Segregation in *The Help*
- The issue of cancer and the effect it has in *The Fault in Our Stars*
- Issues during the World Wars in *Fall of Giants* and *The Book Thief*
- …

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[2] http://www.theatlantic.com/entertainment/archive/2014/09/kids-actually-read-the-books-that-movies-are-based-on/380395/, viewed on March 19th, 2015
[3] http://en.wikipedia.org/wiki/Renaissance_Learning, an explanation about Renaissance Learning and all of their software/programs, viewed on March 19th, 2015
[4] A program used by teachers to track the reading their students do both in and out of class

3 Using apps to follow pupils reading

3.1 Relevance of apps

With the use of apps teachers can follow the reading habits of pupils. You can give them assignments that you can follow on one of these apps. Pupils can also put their reading progress on these apps or simply indicate what kind of novels they like to read. This improves the teacher's knowledge of what the pupils can AND want to read. We use these apps as a replacement for the American Accelerated Reader program.

These apps can be used with the didactical material or apart from it. These apps can be an extra guide on the reading experiences and progress your pupils are making.

3.2 Different apps

3.2.1 Instagram

Instagram is mostly used for posting pictures of things you like. A lot of people use this as a way to communicate with people all over the world. Instagram can also be used on an educational level. By posting pictures with a question to focus on, you make the pupils think about the picture more than just go over it.

In regard to literature Instagram can be used as a way to discover new novels. Pupils can post pictures of what novels they're reading and use a certain hashtag to let people find their picture. That way, other pupils will discover new novelss or what their fellow pupils are reading.

3.2.2 Goodreads

Goodreads is an internationally known site used to search novels and to give reviews. You can connect with other readers. You can find out what they're reading, what they want to read and what is on their mind during reading. You can update the progress you're making on a novel and give comments as well. That way your friends will see what you think of the novel and how it's going.

Pupils will discover new novels and discuss ideas about novels in the meanwhile. The pupils can work with Goodreads in the same way as they work with the Accelerated Reader in America. The pupils can post updates on how far they are in their compulsory reading for school and their thoughts on the novel. The pupils can also use it just as an "novel agenda" marking novels they want to read at home. That way you can see what the pupils like and where their interests lie.

4 Didactical part

4.1 Set up

The idea behind this project was to see if it was possible to integrate modern literature in class and to see if pupils liked the idea. Of course we need didactical material to go with the novels we teach about in class. Therefore I chose four novels and made didactical material for these novels. This can guide teachers who are willing to teach modern literature in their classes.

There are four novels and four different worksheets. There is no reason to repeat the same exercises/assignments, so I chose to differentiate in formats. Some assignments take up more time in class than others. There is one novel that is part of an autonomous learning assignment: this means that it will not be discussed in class.

This way pupils can discover new literature and learn about the backstories that usually get lost in a story. The themes of the novels will be discussed, films will be compared to novels, etc.

These assignments should not only improve the reading abilities of the pupils, but also their writing skills, known vocabulary and grammar, their knowledge of the world's most discussed topics…

Unfortunately there wasn't time to test this didactical material in class. Teachers in different schools responded positively when I told them about the idea, but claimed to not have time for this in their lessons. In most schools classic English literature is still taught and therefore there isn't time for modern literature.

4.2   Chosen novels

There are a lot of novels that are suitable for educational purposes. I made the distinction between novels that have a film version and novels without a film version. Pupils will be more inclined to watch a film instead of reading the novel. The novels with film version therefore have assignments that require insides to the novel as well. Pupils will be obligated to read the novels.

I also searched for novels that are on the level of the pupils. Some pupils need more motivation to read and there isn't much of that left when the novels are too hard to read.

Novels without film version were included for the reasons stated above. Pupils can't see a film and do assignments about a novel they didn't read. They have to read the novel and this also improves their reading.

Finally I came up with four novels and what kind of didactical material I wanted to make around these novels. The novels and the material will be discussed next. Here is a small overview of the novels:

NOVEL	FILM VERSION	DIDACTICAL MATERIAL
Speak (*Laurie Halse Anderson)*	Yes	Comparing film and novel
The Book thief (*Markus Zusak*)	Yes	Discussing social topics (war, oppression…)
13 Reasons Why (*Jay Asher*)	No	Autonomous learning (follow up through Goodreads/Instagram)
Paper Towns (*John Green*)	No	Creative assignment

4.3   Novel one: Speak by Laurie Halse Anderson

4.3.1   Plot

This novel centres around the life of Melinda Sordino. She starts her freshman year in High school with a bug secret. During the previous summer Melinda meets Andy at a senior party she was attending with her friends. Andy rapes Melinda at this party and she ends up calling the police. When someone picks up she doesn't know what to say and just hangs up.

This causes the police to come to the party and break it up, seeing as it was illegal. Some people even get arrested. People know Melinda called the police, but nobody asks her why she did it. She also doesn't tell anyone. Now she is starting high school as an outcast. All her friends left her and everybody avoids her because she called the police during a party. Her previous best friend, Rachel, is even dating Andy.

Melinda's only friend is a girl called Heather, who is new at school. She only uses Melinda to try and gain popularity and eventually even ditches Melinda for the most popular girls in school.

Melinda doesn't care about popularity and grows more silent and depressed by the day. She spends most of her time in an abandoned janitor's closet. She uses it to avoid teachers and other students who see her silence as a way to get attention. The only subject she still likes is art class. Here she works on a yearlong project of the various interpretations of a tree.

Sometimes she sees IT, a nickname she gave Andy, in the hallways. He continues to antagonize her in ways that make her relive the whole experience. Melinda's former best friend is also dating Andy and near the end of the novel they break up. After this break-up Melinda tells her what happened during the summer. The girl doesn't believe her.

Melinda begins to feel free after speaking up and takes up new hobbies. She's starting to gain confidence again. She no longer relies on the fake friendship she has with Heather and tries to talk to a former friend again.

At the end of the school year Melinda is forced to talk to Andy again. He had found out that Melinda told Rachel what happened and attacks her in the janitor's closet. She defends herself this time and gains respect from many other girls who had gone through the same attacks from Andy.

At the end of the novel Melinda tells her story to her art teacher, Mr. Freeman. She can now move on with her life.

4.3.2   Short explanation of didactical material

The novel *Speak* was turned into a film in 2004. The pupils need to read this novel at home, so that it doesn't interfere with the lessons and you don't get behind on the subject matter. The same goes for the film.

This assignment is made at home, but is still discussed in class. Pupils get a worksheet that explains what they have to do. There is a deadline for this assignment, set on a day that the pupils have an English lesson. During that lesson the novel and film will be discussed. This will happen through a class conversation. Pupils will mostly discuss the exercises that they

did for this assignment, but some topics in the novel/film (i.e. rape culture, depression, social pressure) can be discussed as well.

The worksheets for this novel are included separately.

4.3.3 Why

I chose this novel for different reasons. Apart from the fact that this novel has a film version, it also discusses a lot of social topics. It's good for pupils to know how to compare a novel and a film. Yet, it can be helpful to choose a novel/film that has some serious topics. Pupils need to know more about social topics such as depression and social pressure.

It's recommended to search for more information and some pupils might do research while working on this assignment. In a way they educate themselves a bit more.

After the deadline, this assignment will be discussed in class. This can lead to interesting discussions about the social topics in the film and novel.

4.4   Novel two: The Book Thief by Markus Zusak

4.4.1   Plot

Liesel Meminger is the protagonist, but this novel has an interesting narrator. The whole novel is narrated by Death. Death describes in detail the era Liesel lives in: Nazi Germany. Death tells about all the encounters he had with Liesel and how fascinating he found her.

The story starts with the death of Liesel's brother, after which Liesel gets adopted by Hans and Rosa Hubermann. Liesel's mother is a communist and can't take care of her daughter during this war. Communists were prosecuted during World War Two.

Liesel struggles to fit in and enjoy her new life in Germany. She is exposed to all the horror of the Nazi regime and the war in general. The political situation in Germany begins to get worse for Jews and Liesel's foster parents begin to hide a Jew. His name is Max.

Liesel is still wary about her new surroundings, but starts to develop a close relationship with Hans. He learns her to read in secret. In their cellar he makes a blackboard so Liesel can learn how to write as well. She has to write down all the new words she learns.

Because Max is hidden in the cellar, Liesel starts sharing stories with him. Later on, she also starts to steal novels from the Nazi Party and the major's house. Max and Liesel develop an interesting relationship and Max learns Liesel a lot about life.

At the end of the novel Max decides to move on from Liesel and her parents, claiming it's too dangerous for them to hide a Jew. Not long after, bombs drop on the city and a lot of people get killed. Amongst the dead are Hans and Rosa Hubermann and also Rudy, Liesel's best friend.

Post war, Max and Liesel reunite in a small book store. They pick up where they left. The novel ends with Liesel's death. The narrator talks about what an extraordinary person Liesel was and how she told stories that needed to be heard.

4.4.2   Short explanation of didactical material

The Book Thief is about World War Two and contains a lot of important historical facts. There are also a lot of social topics that can be discussed. In this novel we focus on war, communism and anti-Semitism. This assignment can best be given in sixth form, seeing as the pupils learn about these subjects during History classes and therefore relate even more to them.

The film can be watched together in class, after which the teacher hands out worksheets with a series of questions. These questions will be based on both the novel and the film. It's implied that the pupils read the novel at home and do the exercises afterwards.

This assignment focusses on how the pupils see these social topics and how they experienced it through the novel and the film.

It will not be discussed in class, but graded by the teacher. Grading can happen based on the effort the pupils put in their assignment. Grading cannot happen based on certain ideas pupils can have on the topic.

The worksheets for this novel are included separately.

4.4.3   Why

This novel discusses a lot of historical topics that the pupils see in sixth form. Therefore, it's recommended to give this assignment in sixth form. The pupils are already learning about the war and communism and this assignment will offer them an inside on these topics.

There are a lot of interesting relations in this novel, especially if you keep in mind the times that this novel is set in. A communist girl is friends with a Jew that's hidden in her basement. This alone can be described as interesting and dangerous. The second part of the assignment strictly focusses on the historical part in this book. A lot of these things are passed by in the film, which is why the pupils have to read the book. They see how a little girl experiences the war and everything beyond that.

Learning about historical events through literature or films is also very helpful for educational purposes.

4.5   Novel three: 13 Reasons Why by Jay Asher

4.5.1   Plot

One day Clay Jensen returns home to find a package from an anonymous person sitting on his doorstep. He discovers the package is from Hannah Baker, who committed suicide, and it contains several cassette tapes. The tapes were mailed to a classmate and passed on to the next one, like a chain letter. Hannah started with the first person mentioned in the tape and let it go on from there. In these tapes Hannah explains how twelve people had a role in her death, by giving her 13 reasons to do it. Hannah also assures the passing on of the tapes by giving a second set of tapes to one of her classmates. If the first set doesn't get on, the second set will be leaked to the entire student body of their school.

The twelve people are:

- Justin. He kissed Hannah, but turned it into a rumour about a sexual encounter that never happened. Justin is featured on the list a second time. He rapes a girl and Hannah witnesses this. She doesn't dare to say anything to anyone and therefore feels responsible for the rape.
- Alex. He made a list of people who were hot or not in freshman year. Hannah gets in a fight with her friend Jessica because of this list. Later Hannah discovers that Alex made the list to revenge Jessica (Jessica broke up with Alex earlier on.).
- Jessica. She got mad at Hannah for doing better on the list that Alex made. People start gossiping about her again after this fight.
- Tyler. He was a peeping Tom. He made pictures of Hannah when she was in her bedroom. It made her feel trapped in her own home.
- Courtney. She helped Hannah bust the peeping Tom (Tyler), but later on Hannah realised that she didn't want to be her friend. She's just nice to keep her image of nice girl up.
- Marcus. He went on a date with Hannah after a Valentine's Day program. He tries to take advantage of her and calls her a tease when she stops him.
- Zach. He went up to Hannah when Marcus leaves her, trying to comfort her. Hannah ignores him and this makes him mad. He takes revenge on her and she feels even more depressed than before.
- Ryan. He posted a poem that Hannah wrote in the school newspaper. People start to make fun of Hannah and the poem once they found out she wrote it. Hannah feels like even her thoughts aren't safe anymore.
- Clay is the next person on the tapes. He didn't do anything wrong. Hannah thought he was the nicest person she had ever met, but when they finally connected she got scared. They had kissed at a party, but Hannah got mad at him afterwards (she thought he was going to betray her as well) and made him leave. At first Clay doesn't leave, but Hannah persists. Hannah breaks down after he leaves.
- Jenny. She offered Hannah a ride home after a party, but gets into an accident. She refused to call the cops and just hid the stop sign she broke. Hannah protested and gets thrown out of the car. She didn't call the cops either. Later on there is an accident on the same crossroads because of the missing stop sign. This killed a senior from their school.
- Courtney. She turned a blind eye when Hannah got assaulted by her boyfriend.
- The English teacher, Mr. Porter. He thought Hannah should get over all her problems and didn't help her even when she tells him she wants to commit suicide.

4.5.2 Short explanation of didactical material

This is an autonomous learning assignment, meaning that all of the work is done at home. The relevance of apps was cited earlier on in this project and integrated in the didactical material as well.

Pupils have to read this novel at home. However, this novel is not discussed in class afterwards. Pupils will discuss this novel with each other and reflect on the novel by themselves. How? By using the Goodreads app.

The worksheet that comes with this assignment will explain them how to download the app, how and when to use the app. The teacher simply has to follow the pupils' reading progress by checking the app and seeing if they are following the instruction from their worksheets.

The worksheets for this novel are included separately.

4.5.3 Why

I choose *13 Reasons Why* for an autonomous learning assignment to get pupils to reflect about themselves. This novel portrays a lot of emotions and gives you all sort of ideas. It makes the pupils realise that one small thing can mess up a lot of things very fast.

It is an autonomous learning assignment because some pupils might not be okay with discussing their emotions in front of others. Only I can see how they feel about this novel and how they review it. This makes it a lot easier to review for the pupils.

This novel also contains a lot of social topics, the main one being suicide. Suicide is not a taboo anymore, but many people still struggle with it and don't know where to get help. This novel educated the pupils on the struggle and the reality of this topic.

4.6   Novel four: Paper Towns by John Green

4.6.1   Plot

Paper towns is a novel that takes place in Jefferson Park, Orlando. The writer, John Green, opted for a fictional town. The novel starts with a flashback to Quentin's childhood. Back then he was friends with his neighbour Margo Roth Spiegelman. One day they found a dead body in the park. After this their playdates gradually stopped.

This changes when Margo breaks into Quentin's bedroom one night during high school. Margo is quite the rebel and she convinces Quentin to come out with her. She was plotting her revenge and wants to execute it tonight. Quentin eventually agrees.

The night is a series of visits to people that Margo wants to take revenge on. They start with her ex-boyfriend who cheated on her and they end with the school bully Chuck Parson. Margo also confines in Quentin about how she feels about their town. She thinks it's a paper town, it consists of nothing. There is nothing in this town that truly matters to Margo and she wants to leave at once.

It's close to morning when Margo and Quentin part to sleep and go to school a few hours later. Quentin hopes to see a change at school and hopes to now have Margo as his friend as well. He would love to have her as a friend or even more than that. But when he arrives at school, Margo is nowhere to be found. It becomes clear that she's missing. Her parents don't worry about this as much as they should, mostly because Margo has a habit of running away and returning sometime later.

Not long after Margo's disappearing act, Quentin starts to find clues of Margo. He thinks she left these for him so that he could figure out where she's hiding. Quentin gets his friends, and one friend of Margo, to help him find her. Finally they have an idea as to where Margo is hiding.

Eventually Margo is found in an old barn somewhere in a small town. She isn't happy to see Quentin and his friends, claiming she never wanted to be found. Quentin's friends get mad and leave right away. Quentin stays and talks things over with Margo. She tells him she isn't planning on returning to Jefferson and wants to leave for New York City. Quentin wants to come with her, but he has to go to his own graduation later on that day.

The ending of the novel implies that Margo and Quentin will part and go their separate ways, but that they will reunite once again in the future.

4.6.2   Short explanation of didactical material

The assignment for this novel is short, but creative. Pupils spend a lot of time behind their books and laptops. They have to make enough reports and papers already.

Therefore the didactical material for this book is mostly a creative assignment. Pupils need to come up with a creative way to portray the novel. They have to do this by making a new cover for the novel. They show their interpretation of the novel in this cover.

There will be a theoretical part for this novel as well. The pupils need to give the general information for this book and as a final assignment they have to rewrite the ending of the novel. They can choose a certain point in the final chapter(s) to start rewriting. A word count

will be installed. Pupils can be assessed on the use of grammatical structure and everyday English. Pupils are also motivated to used new vocabulary they learnt thanks to this novel.

4.6.3   Why

I choose *Paper Towns* as a fourth book to include an author that is widely known with teenagers. John Green's writing style is relatively simple and gives the pupils a break from the more difficult novels used above. This novel can be used as a final reading assignment in the third semester.

Paper Towns inspires the pupils to get creative and is therefore the ideal novel for this creative assignment. The ending is open, leaving room for many assumptions. The pupils can change a lot by rewriting the ending. I hope to challenge them with this assignment. I want to see their creative sides and still see them learn new words.

This novel contains a lot of "Everyday English" and is ideal for these pupils. They learn a lot of new words that can be used in everyday conversation. This was something pupils complained about in the survey. They found that they learnt too many words that were never used in everyday conversation. This novel will challenge them and offer them a lot of new words that have to be integrated in the creative assignment as well.

5   Comments/criticism

The idea of using modern literature in order to improve English was received well by most of the pupils. In the survey they told me it was a good idea to improve their English in an interesting way.

The pupils liked the idea of integrating literature in their English lessons. Some said it was a good idea to learn more vocabulary that they actually used in daily life. They stated that they didn't use most of the vocabulary they learned now.

More pupils than I expected loved the idea of modern literature, saying that they didn't like the old literature they were getting now. Pupils don't necessarily hate reading, they just don't like reading old literature to which they can't relate.

Some pupils mentioned that integrating literature could be a good idea for modern language pupils and not for pupils who chose for science. That way we can integrate it where it's more necessary.

However, there are some critical remarks that have to be made.

First of all: does it really effect all of the pupils' English skills? Differentiation is hard with literature. Not all pupils start on the same level, but the pupils all have to read the same novel to discuss it in class. That way some pupils will start better than others and not everyone will be as motivated to read. We have to look for a way to differentiate between pupils without giving all of them a different assignment.

Then there is also the problem of teaching periods. Students in the third grade have 2 to 3 periods of English in a week. The curriculum tells the teachers what they have to discuss in class: grammar, the vocabulary, the skills… There isn't a lot of time in these 2-3 hours to present literature. Teachers have to actively change their lesson plans to integrate this into their lessons and might need to make key changes in their progress. Not everyone will wants to do that. Not everyone will make time for literature, seeing it as a side project rather than an important part of the English lessons.

When making the didactical part of this project I stumbled upon another difficulty. In my didactical part I discuss four novels and accompanying material. However, to do all these assignments the pupils need to have access to the novels. Every class needs the same novel multiple times. Therefore more money has to be paid for buying/renting these novels. Another option is to be these novels on the internet, which would cost less.

Lastly we have to take into account all the pupils with learning disabilities and disorders. Pupils with dyslexia will have to be stimulated more than others to read. For them it's a bigger and heavier assignment to do. They should be helped with extra vocabulary lists and explanations of grammatical structures, but… It takes a lot of time to create these kinds of environments and there might not be so much time.

There are a lot of questions and remarks that need to be addressed before modern literature can be integrated into English courses. Making didactical material and explanations for the teachers is not enough.

6 Conclusion

The result of the survey already brought me to a conclusion. It showed that pupils in general are more interested in English literature than first expected. They offered me an incredible list of read books, giving me enough material to make the didactical part of this thesis.

Integration of modern literature is seen as an improvement of the current situation. Modern literature will teach the pupils more about the different structures of the English language. Other than that, the pupils will learn life lessons and historical facts by learning about and reading these novels. Modern literature is more up-to-date when it comes to language and contains more everyday English for the pupils to use. This was one of the biggest concerns that surveyors had on classic literature.

We also need to take in account the relevance of novels that are turned into films. These days there is a lot of PR around novels and films. Films that are originated from a novel often get a lot of press and are advertised for teenagers. The urge to pick up the book is bigger with novels that are made into a film. These films are very public and teenagers are curious for the details that didn't make the film. They challenge themselves and others to read by taking about the novel.

I can conclude that PR is also a big part of literature and that you have to include this knowledge in your teaching. Strategically pick the right novels, this will spark the interest of your pupils even more.

Digitalization of society is undeniable. This is also visible in the usage of apps for literature. *Goodreads* is one of many apps used to track, review and discuss novels. The use of this app is practiced in one of the worksheets designed for this thesis. Apps don't only help us find books that interest us, it helps us interact with people around the globe. This also does wonders for the English language. People learn to interact in English and get more fluent. They learn new words and structures and they also read more novels in the process.

Apps such as *Goodreads* come in handy when there is the problem of time. Not every teacher has enough time to discuss literature. Autonomous learning assignments can fix this problem. In combination with *Goodreads*, this can lead to a bigger amount of read novels in one school year.

Overall there is need for better education regarding modern literature. Pupils are willing to make the change and participate, but there is also a lot to consider. Novels need to be bought by schools, there is no differentiation when reading the same novel and not all the pupils will benefit from reading more. Some pupils already have a certain level of reading where others have to start from scratch.

Although you can't deny the positive side of integrating modern literature either. The pupils have a bigger connection with modern literature than they have with classic novels. They grew up with these novels and they tackle a lot of the issues they struggle with or know about. It's easier for them to read novels that have everyday English and are marketed towards them than read novels that are made a few centuries back. The connection is bigger.

I can conclude that it's a good idea to integrate modern literature instead of classic literature. This decision has to be taken with great care, taking into consideration the difficult factors that were just named. Overall the integration is achievable. However, the contribution of teachers and schools is crucial in this matter.

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8   Attachments

8.1   Letter accompanying survey

Silke Bongaerts   5 oktober 2014
Guldensporenlaan 86
3530 HOUTHALEN – HELCHTEREN

XXXX
XXXX
XXXX
XXXX

Enquête voor bachelorproef 'English literature integrated in the English classroom'

Geachte heer/mevrouw

Ik ben Silke Bongaerts, studente Engels-geschiedenis aan de lerarenopleiding van de Hogeschool PXL. Mijn bachelorproef gaat over de integratie van literatuur in de Engelse les. Allereerst breng ik het leesgedrag van leerlingen uit de tweede en derde graad in kaart. Hiervoor heb ik een enquête opgesteld voor diezelfde leerlingen.
Is het mogelijk om de leerlingen van de tweede en derde graad deze enquête te laten invullen via Smartschool? Deze antwoorden dienen als basis voor mijn bachelorproef.
Alvast bedankt.

Met vriendelijke groeten

Silke Bongaerts

8.2 Survey results

In totaal legden **292** mensen deze enquete af.

Statistieken voor vraag 1 : Ik ben een leerling in het:

1.1	ASO	81.27%
1.2	TSO	18.73%
1.3	KSO	0.00%

Statistieken voor vraag 2 : Wat is de naam van je school?

Deze antwoorden werden gegeven:

- Sint-Franciscuscollege Heusden-Zolder (287x)
- Inspiro college (4x)
- Pius X college (1x)

Statistieken voor vraag 3 : Ik ben een leerling van de:

3.1	Tweede graad	44.17%
3.2	Derde graad	55.83%

Statistieken voor vraag 4 : Hoe vaak lees je boeken?

4.1	Iedere dag	9.19%
4.2	Een paar keer per week	30.39%
4.3	Zelden	52.30%
4.4	Nooit	8.13%

Statistieken voor vraag 5 : Lees je graag?

5.1	Ja	40.28%
5.2	Neen	34.28%
5.3	Hangt van de taal af	25.44%

Statistieken voor vraag 6 : In welke taal lees je de meeste boeken?

6.1	Nederlands	90.46%
6.2	Engels	25.80%
6.3	Frans	1.77%

Andere antwoorden:
- Vietnamese
- italiaans
- Nog nooit een boek gelezen
- Turks
- Turks
- Latijns, grieks en arabisch
- Turks
- Turks
- Turks
- marokaans
- Turks
- turks
- Turks
- Turks
- Turks
- Turks
- niet
- turks, nederlands
- turks
- Russisch

Statistieken voor vraag 7 : Vind je jezelf goed in het vak Engels? Waarom/waarom niet?

Deze antwoorden werden gegeven:

- Neen, ik vind de tijden heel moeilijk en kan niet zo goed Engels spreken.
- ...
- Ja. Er is veel Engels in de media.
- Ja
- Ik doe Engels super graag maar ik zou niet zeggen dat het mijn beste vak is. De woordenschat die wij leren is zo miniem.
- Neen, ik heb het moeilijk met Engels.
- Ja, ik haal best wel hoge punten.
- Ja. Ik heb meestal goed punten van Engelse toetsen
- Redelijk. Als ik er goed voor studeer haal ik goede cijfers. Als ik eens een keer niet goed leer, zie ik dat ook aan mijn resultaten...
- Gemiddeld, het is geen moeilijke taal qua grammatica en woordenschat maar de geschiedenis ligt me wat minder.
- redelijk, zinnen maken met werkwoorden in de juiste tijd is wel moeilijk
- neen, ik kan het gewoon niet ookal leer ik de theorie of vertaling
- neen, omdat ik het moeilijk kan uitspreken en begrijp de woorden soms niet ik kan sommige woorden wel afleiden uit liedjes maar anders vind ik het moeilijk.
- Nee, het lijkt makkelijk, maar dat is het niet
- Neen, mijn woordenschat is te beperkt.
- valt mee
- Ja. omdat ik redelijk goede punten behaal op het vak Engels
- Ja, ik spreek en schrijf het vloeiend
- Nee, ik vind het heel moeilijk om engels te spreken, schrijven... Lezen van gemakkelijke zinnen lukt nog wel.
- Ja, door te gamen.

- nee , ik ben er heel slecht in
- Nee, ik ben niet vaak bezig met Engels
- zeker
- Ja, ik behaal ook behoorlijke punten op Engels.
- Ik vind het engels interessanter dan het nederlands
- Ja, ik haal toch goede punten
- Nee, ik vind het een moeilijke taal. Vooral de verschillende tijden.
- mon english are the besterest on world
- Nee, dit is 1 van mijn slechtste vakken op school. Ik kan het gewoon niet goed.
- Neen , de tijden zijn erg moeilijk
- Ja, ik kom elke dag in contact met Engels, het is een tweede taal voor mij. Mijn score voor Engels is veel beter dan mijn score van Nederlands en Frans.
- Ja, ik haal meestal wel hoger dan het klasgemiddelde.
- Ja, kk begrijp alle woorden en ik behaal goede punten.
- Ja, ik kan makkelijk Engels lezen. De uitspraak valt nog aan te werken.
- Nee,meer Engels durven praten
- Ja, omdat ik het graag doe en het ook behoorlijk vlot spreek.
- Ja ik versta en spreek dit vlot
- Ja, mijn toetsen zijn goed, maar mijn uitspraak is iets minder!
- neen helemaal niet, het is moeilijk en de leerkrachten moeten het beter uitleggen en de toetsen zijn TE MOEILIJK!
- redelijk, ik begrijp Engels heel goed, maar als ik zelf iets Engels moet formuleren zitten er meestal wel een aantal grammatica- en/of woordenschatfouten in.
- Neen, ik ben niet zo goed in het vervoegen van werkwoorden.
- niet slecht, maar ook niet goed. Mijn uitspraak en zinsbouw is niet zo goed.
- Nee
- ja, omdat ik veel engelse films kijk kan ik goed engels denk ik
- Ja, ik doe het graag en de taal spreekt me erg aan.
- Nee, ik begrijp als ik een verhaal lees maar als ik moet schrijven of praten gaat moeilijk
- valt mee, het hangt af van welk hoofdstuk
- Ja, ik haal goede punten.
- Nee
- Ja, is een taal die ik al jarenlang bijna dagelijks hoor in films/ muziek/ school ...
- Ja, is een taal die ik al jarenlang bijna dagelijks hoor in films/ muziek/ school ...
- Ik ben goed in engels maar heb een zeer moeilijke peerkracht waardoor ik slechte punten behaal.
- Ja want ik beheers de taal wel dankzij de filmen die ik zonder ondertiteling kijk.
- Ja redelijk wel
- Ja, engels is door het gebruik van de computer en de vele engelse tv-programma's heel gemakkelijk
- Neen ik kan het niet zo goed spreken en het is zeer moeilijk
- Ja, ik haal altijd goede resultaten en kan het vlot lezen en spreken.
- Redelijk. Als ik me moet vergelijken met de rest van mijn klas, dan ben ik bij de beteren.
- Neen, ik kan de tijden niet uit elkaar houden.
- Ik vind me niet heel goed maar ook niet slecht. Omdat ik de leerstof wel aankan. maar Engels spreken kan ik niet zo goed.
- Ik ben veel bezig met muziek in het Engels. Dus beheer ik de taal goed.
- NEE! Ik kan geen Engels. Ik kan dit niet goed studeren en onthoud het ook niet gemakkelijk. Grote hoeveelheden zijn te moeilijk
- Ik ben niet goed in Engels. De tijden zijn een ramp en leesoef en luisteroef lukken ook niet. Woordenschat gaat wel iets beter als ik heel goed leer.
- Ja, ik bergijp veel door mijn vorrkennis
- Ik behaal vrij goede punten op Engels omdat ik van talen hou.

- ja,omdat ik veel engelse films en series kijk zonder ondertiteling
- Nee omdat ik dat niet goed kan en ik het moeilijk vind.
- Nee, de tijden zijn te ingewikkeeld
- ja beetje omdat ik graag films kijk en dan vang ik veel engels op
- nee, de tijden vind ik zeer moeilijk
- niet echt de tijden zijn heel moeilijk
- Neen, want ik heb geen taalgevoel voor deze taal en het is een moeilijke taal
- Niet zo goed, ik heb niet efht aanleg voor tzlen, al kan mijn engels er best nog mee door.
- ja omdat ik alles begrijp wat ze zeggen en mijn punten zijn ook goed
- Gemiddeld, mijn resultaten zijn rond de 70
- ja, ik ben goed in Engels omdat ik er vaak mee bezig ben in het dagelijks leven
- Ik vind mijzelf goed in het vak Engels omdat ik echt geïnteresseerd ben in die taal. Al sinds lager school ben ik gemengd met Engels door liedjes, boeken, Internet etc. Ik vind het ook een zeer mooi taal.
- redelijk, ik kan mezelf wel uitdrukken maar ben grammaticaal niet zo goed
- Neen, ik ben in het algemeen 'slecht' in talen.
- Ja, want ik kon de taal al spreken toen ik jonger was door Engelse vrienden.
- Wel, ik haal goede punten+ ik zou me kunnen verwoorden in bv de UK of Amerika.
- Best wel. Ik schrijf ook heel graag in het Engels
- Ja,ik kan het goed verstaan en spreken
- Ja, mijn resultaten voor dit vak zijn goed en ik ben vlot in het verstaan, spreken, lezen en schrijven
- Ja, door films en videospellen
- Ja, omdat ik vaak hoge punten haal en soms Engels spreek buiten school.
- Redelijk, ik praat en schrijf vaak in het Engels. Dit komt omdat ik veel vrienden hebben heb van andere talen en omdat ik wel eens hier en daar game.
- ik vind mezelf redelijk goed
- Ja, ik begrijp de regels die we moeten toepassen, kan de woordenschat goed leren, mijn punten zijn goed.
- Een beetje, ik vind dat het een moeilijke vak is.
- neen, ik kan het niet
- Ik lees sneller in het Engels dan in het Nederlands, mede te danken aan het internet, maar ik zou niet zeggen dat ik de taal vloeiend spreek. Schrijven daarentegen gaat een stuk beter.
- Niet echt, ik vind Engels een moeilijk vak om te leren. De grammatica vind ik ook moeilijk.
- Ja: ik kijk elke dag naar video's die Engelse mensen maken en daardoor verbeterd mijn Engels elke dag een beetje en ik doe dat nu al vanaf het eerste.
- Redelijk: de tijden zijn moeilijk maar de rest gaat wel.
- Soms want ik kan engels pas als ik grondig heb gestudeerd en ik moet het regelmatig herhalen want ik vergeet de engelse woorden vlug
- Geen mening.
- ja omdat ik me goed kan uitdrukken en ik vind moet er ook niet echt voor leren
- Ja ik behaal goede punten en snap de leerstof
- Ja, ik ben snel weg met de tijden en woorden onthou ik gemakkelijk
- Normaal. Ik heb goede punten en kan vlot verstaan en praten.
- Ja, Engels is een makkelijke taal die snel onder de knie te krijgen is. Alle grammatica en woordenschat kan ik goed onthouden en meteen vertalen.
- Ik vind mezelf goed in Engels omdat ik dit van kleins af aan al hoor op de televisie enzo
- ja ik ben er goed in want ben vaak bezig met de taal
- Nee want ik begrijp sommige woordjes niet
- Ik vind mezelf niet goed in Engels omdat ik de cursus te moeilijk vind, alles staat in het Engels en dat is heel moeilijk
- Ja, ik doe het enorm graag en lees in mijn vrije tijd Engelse boeken. Waarschijnlijk ga ik het ook verderstuderen.

- Een beetje omdat ik de taal wel goed begrijp maar als ik het moet spreken dan vind ik het moeilijker
- Ja want ik kon al engels voordat we engelse les hadden
- spreken kan ik goed maar werkwoorden niet Lezen kan ik ook goed
- Ja, ik spreek al Engels sinds ik 4 ben en ik lees bijna altijd in het Engles, kijk Engelse films zonder ondertiteling...
- Niet zo uitzonderlijk goed. Ik ken wel wat Engels omdat ik op uitwisseling ben geweest, films kijk en tekstjes op tumblr lees maar op school is Engels niet speciaal mijn beste vak.
- Redelijk en hangt van het onderwerp af.
- Nee, omdat het moeilijk is om het te snappen.
- Ja, de taal vind ik eenvoudig en het is een leuke taal.
- neen, de leerkracht geeft slecht les en ik begrijp er niks van.
- Neen, de tijden kan ik niet.
- Ja
- Ja, ik behaal goede resultaten.
- Ja, ik kan wel engels, maar ben te lui om grammatica te studeren
- Nee, kan het niet
- Ja, het is gelijk een moedertaal voor me omdat ik elke dag series, youtubefilmpjes in het Engels bekijk zonder ondertiteling. Het liefst lees ik ook in het Engels (niet alleen boeken maar ook bijvoorbeeld mode-tijdschriften, handleidingen, ...).
- Ja, ik kijk graag films in het engels en vind het ook leuk om engelse teksten te lezen. Dankzij dat ik die films kijk en die teksten lees vind ik mezelf wel matig goed in het vak Engels.
- Ja. Ik praat thuis en ook tegen mijn vrienden vaak engels. Ik heb er nooit echt problemen mee en in school ken ik al bijna alle woorden die we tot nu toe hebben geleerd.
- Gemiddeld Ik vind Engels wel een leuke taal maar ben niet zo goed in talen.
- de grammatica gaat goed maar teksten vertalen of begrijpen vind ik moeilijk.
- Ja, ik ben sterk in talen.
- Ja, het is een makkelijke taal die je overal kan leren.
- Ja.
- Een beetje, mijn Engels is sterk verbeterd door series en films te kijken zonder ondertitels
- Ja omdat ik kan het vloeiend en zonder problemen spreken. En ik neem meestal alles al op in de les.
- hangt er vanaf van wat we moeten kennen als het werkwoorden zijn heb ik het wat moeilijker maar als het gewoon woordjes zijn dat kan ik wel goed
- Ik vind dat ik wel goed ben in Engels, omdat ik best goede theorie-toetsen maak.
- Redelijk, omdat ik wel al veel Engels ken van de tv en zo.
- Nee, maar ook niet echt slecht. Frans kan ik beter als Engels.
- Neen, ik heb geen taalgevoel voor Engels.
- Neen ik ben er helemaal niet goed in, ik heb meestal onvoldoendes.
- ja, ik kan het goed als ik game
- Een beetje. Het begrijpen en spreken gaat beter als het lezen.
- Jawel! Mijn punten zijn goed en ik doe het graag!
- Neen, mijn punten zijn slecht.
- Ja, want mijn punten zijn goed en ik begrijp alles wat de leerkracht vertelt.
- Niet echt, heb er wat problemen mee
- Gematigd, taalgevoel is de grootste factor bij een toets voor mij.
- Neen niet echt. Ik ben niet goed in de tijden.
- Ja, ik haal heel zelden een buis op Engels
- niet altijd, ik verwar de regels van de tijden in het engels vaak.
- Ja, omdat ik heel goede punten haal voor engels.
- Ja, ik kan redelijk vlot Engels spreken.
- ja, ik kan het best wel vloeiend spreken en kan werkwoorden vervoegen zonder erbij na te

denken
- ja, ik heb ervaring met de taal
- Neen, Ik ben slecht in talen.
- ja,meestal wel dat hangt af van welk deel je bedoeld
- ik vind me goed in het vak engels omdat het ook vaak voorkomt in het dagelijks leven en dat is en voordeel.
- Ik vind mezelf wel goed in Engels, omdat als ik naar Engelstalige liedjes luister ik versta want ze in het Engels zeggen. Ook tijdens Engelstalige film kan ik volgend zonder ondertiteling.
- Nee want ik ben echt slecht in talen en ik kan al de tijden niet uit elkaar houden
- Neen, ik kan het niet zo goed praten.
- Neen, niet echt, ik vind het moeilijk en veel.
- wel omdat ik het kan spreken enzo maar kan de tijden niet goed doen en veel grammaticale fouten daarom is mijn Engels niet zo goed.
- Nee, ik vind de grammatica niet altijd even makkelijk omdat het soms wel juist klinkt maar dan totaal fout is
- Niet slecht ma ook niet heel goed
- Ik kan Engels redelijk goed speken en verstaan, maar tijdens de lessen blijk ik er toch altijd mer moeite mee te hebben om het te schrijven en te leren.
- Ik heb niet zo een echt engels accent maar ik kan me wel verwoorden.
- ja
- Neen, omdat het mij niet veel interesseert zet ik me er niet helemaal voor in.
- Nee, ik haal nooit goede punten. Ik heb er precies geen inzicht in, vooral niet bij literatuur
- Als ik er goed voor studeer ben ik er goed in.
- Ja
- In het spreken wel, maar de grammatica gaat slecht.
- Ja want ik sta er dagelijks mee in confrontatie
- Valt wel mee.
- Nee, ik kan de tijden niet goed.
- Ja, omdat ik mijn engels bevordert heb en ik kan alles verstaan.
- Ja, het is makkelijk
- Niet echt ik kan bepaalde dingen moeilijk begrijpen, ik kan ook niet zo goed engels zelf praten
- Valt wel mee. Spreken hellemaal niet. Mijn uitspraak is niet goed.
- Valt wel mee. Spreken hellemaal niet. Mijn uitspraak is niet goed.
- Ja,ik kan wel wat engels spreken en ik ben goed in de woordenschat maar de tijden gaan soms wat moeilijk.
- ja, ik speel videogames in het engels
- ja, omdat ik makkelijk mee kan in de les en altijd goede punten heb zonder al te veel te leren
- wisselvallig, spreken gaat vlotjes maar grammaire is drama
- Ja, vooral bij het spreken. Dit komt omdat ik vaak Engelse liedjes zing en luister, en ik ook veel Engelse films kijk. Grammatica lukt ook wel, maar is een beetje moeilijker.
- Ik vind mezelf niet goed in Engels, maar ik kan me wel verstaanbaar maken.
- Ja, je kan veel opvangen van op tv maar soms kan dit ook negatief zijn
- Nee, mijn talen zijn in het algemeen zeer slecht
- Gemiddeld, ik kan me verstaanbaar maken in het Engels en ik kan het vlot lezen en dan ook de grote lijnen begrijpen maar de echte regels van wanneer welke tijd gebruiken kan ik niet goed. Ook ben ik niet zo heel goed in het schrijven en het onthouden van moeilijke woorden. Ik heb ook dyslexie.
- Dat hangt ervan af, woordjes gaan goed maar grammatica iets minder.
- Ja, het ligt mij goed en ik vind het makkelijker dan frans en duits.
- Ik denk het wel, ik lees graag Engelse boeken, luister graag naar Engelse muziek en kijk

graag Engelse tv-series. En mijn punten zijn over het algemeen goed.
- Valt wel mee. We hebben meneer Pennings voor Engels, als je daar niet voor buist, dan ben je wel redelijk goed denk ik.
- Nee, ik heb niet zo een "talenknobbel".
- ja, ik begrijp zo goed als alles en heb goede punten op engels
- Niet perse goed maar ik begrijp wel alles en kan mezelf uitdrukken
- Ja, ik ben altijd geslaagd
- Nee. Ik kijk geen films of boeken en de meeste leerlingen hebben al veel basiskennis die ik niet heb. Daarom vind ik vooral luisteren en lezen moeilijk.
- Ja, omdat we een leerkracht hebben die zijn lat hoog legt. Toch kan ik heel goed meevolgen.
- Ik kan het beter spreken dan schrijven.
- Ja, ik kan me zelf voldoende verdedigen in het Engels. Ik kan ook alles verstaan.
- redelijk want ik heb geen moeite om het te leren
- Ja, ik heb goede punten.
- Ja, maar dat komt doordat ik veel met mensen uit Engeland enz. chat tijdens het gamen.
- Ik vind mezelf goed in Engels omdat ik de taal goed spreek en redelijk goed kan spellen.
- niet speciaal
- Ik ben er algemeen goed in, hoor niet bij de beste maar ook niet bij de slechtste
- spreken wel maar schrijven (grammatica-> tijden) niet echt want die tijden snap ik niet goed en ik haal ze altijd door elkaar omdat ze zo verwant aan elkaar zjn
- Ja, mijn uitspraak is goed en ik kan al veel Engels van mezelf
- Ja, omdat ik het meestal op gevoel doe bv bij werkwoorden. Welke tijd je moet gebruiken...
- Vrij goed, Ik kijk films in het engels met engelse ondertiteling, luister veel engelse muziek, lees engelse artikels, luister/kijk naar engelse video's etc.
- Ik vind dat mijn kennis voor dit jaar voldoet, maar ik spreek heel veel verkeerd uit.
- Op vlak van Woordenschat en vaardigheden wel. Maar mijn tijden zijn minder goed.
- Ja. Mijn Engels is redelijk goed. Ik versta het zeer goed op sommig jargon na. En zelf degelijke zinnen formuleren lukt mij ook wel.
- Niet heel goed. Grammatica niet zo goed! Spreken wel goed!
- Ja redelijk, aangezien ik er mee ben begonnen sinds ik 6 jaar was
- Ja, ik begrijp het zonder te leren
- ja, beter als mijn andere taalvakken! ik denk dat dit komt door series en films die ik in het Engels kijk
- Ik kan me redelijk goed uitdrukken in het Engels.
- Ja, ik heb goede punten.
- Ja, omdat ik 3 maanden lang Engels heb moeten praten.
- nee,het is niet zo leuk
- Ik heb sinds het 3 leerjaar al Engels geleerd: ik keek vaak televisiereeksen in het Engels. Eerst met ondertiteling, maar dan zonder omdat ik het al geleerd had. Je moet je voorstellen: als ik Engels al aan het leren was (maar echt leren) sinds het 3e leerjaar, dan moet mijn Engels heel goed zijn en dat is het ook. Engels is mijn 2de moedertaal.
- Ik vind dat ik best goed Engels kan. Omdat ik Engels mezelf heb aangeleerd door Veel films te zien en te gamen.
- ja ik buis niet
- Neen, uitspraak is slecht.
- nee
- Ja, ik haal redelijk goede punten en ik begrijp ook alles.
- ja mijn punten zijn goed.
- Ja, ik vind het makkelijk
- Neen, ik kan het niet goed uitspreken en de tijden vormen ook een probleem.
- Ja, ik heb een grote kennis van de woordenschat en versta en spreek het vrij goed.
- Neen , ik heb een heel slechte uitspraak een kan de woordjes niet gemakkelijk leren.

- Niet echt, ik luister zelden naar Engelse muziek en ik beschik alleen over de woordenschat die we op school leren.
- Ik ben nu in Italië voor een trimester met AFS en voor dat ik naar hier kwam dacht ik dat mijn engels wel oké was maar nu ik hier ben realiseer ik me dat het niet zo vanzelfsprekend is om engels te spreken zoals we in België doen dus nu vind ik mijn engels best goed.
- ja
- Valt goed mee, niet uitstekend maar ook niet slecht.
- Ja, ik heb veel voorkennis van de woordenschat etc. maar wordt vaak belemmerd door grammatica die ik in het Nederlands ook mee wordt geconfronteerd
- ja, ik kan dag gewoon goed.
- Nee, ik kan dat gewoon niet.
- Ja, ik heb wel redelijk goede punten op dit vak
- Ik ben niet heel goed in Engels. Ik begrijp heel veel woordenschat niet.
- goed omdat ik veel spelletjes speel en daardoor kan ik goed engels
- Ja, ik doe graag talen
- Ja, de leerkracht zegt dit vaak tijdens de lessen Engels.
- Ja Mijn toetsen zijn vaak goed en kom makkelijk uit mijn woorden
- Ja, Engels is mijn tweede taal.
- Neen want dit vak spreekt mij niet aan
- ja als ik de grammatica goed ken
- Ja, in de 2de graad was ik altijd de beste van de klas totdat we een andere leerkracht kregen in de 3de graad. Nu buist iedereen.
- Ik kan het wel goed spreken maar in de lessen gaat het heel wat minder.
- redelijk goed want ik ben opgegroeid met engels als een tweede taal
- nee
- Neen, ik heb moeite met taalvakken
- ja, ik kan het goed spreken en schrijven
- Ja, ik kan goed grammatica
- Ja, het is niet zo een moeilijke taal om te begrijpen.
- Ja, ik kan goed mee in de les en ik ken ook woorden, die niet aanbod komen in de les en die handig zijn om vragen en zo te kunnen beantwoorden.
- Jaa, omdat ik het graag doe en er goede resultaten behaal. Ook begrijp ik alles wanneer ik in het Engels lees.
- Ja,ik begrijp de taal goed en kan mezelf behelpen wanneer het zou moeten
- Ja, elke game die ik bespeel of bijna elke tv-zender die ik bekijk spreekt men Engels, hierdoor verbeter ik mijn Engels
- ja want ik kijk veel engelse films
- ja
- Ik kan het goed, door spelletjes en tv te kijken
- Ja Ik haal bijna altijd zeer goede punten op Engels.
- Spreken gaat, grammatica en schrijven is minder...
- Ja, mijn Engels is redelijk goed, omdat ik heel vaak Engelse films kijk zonder ondertiteling.
- ja, want ik heb een grote kennis door games
- ik ben niet super in engels maar kan het voldoende
- soms wel soms niet, als ik leer dan kan ik het maar als ik het niet na kijk kan ik het niet
- Ja, want ik lees vaak artikels in het Engels en luister engelse liedjes.
- Ja, ik leer via het internet (op een goede manier) Engels omdat ik veel met Engelstaligen spreek. Al 7 jaar spreek ik Engels.
- Ja, mijn punten zijn goed en ik begrijp wat er gezegd wordt tijdens de les.
- Bij sommige hoofdstukken. Ik snap de taal wel en ik vind het leuk om te doen maar ik ben niet zo goed in werkwoorden.
- Ja, ik ken al veel Engels door series, films, muziek...
- Het gaat omdat het spreken lukt wel maar de rest is wel moeilijk

- Redenlijk
- Nee ik begrijp niet alles tijdens de les, het vak interesseert me niet
- Redelijk, ik spreek graag en kan zo gemakkelijker de taal onder de knie krijgen. Theorie daarentegen is iets moeilijker.
- Ja, het is mijn favoriete vak en ik ben er redelijk vlot in. Ik lees liever boeken in het Engels dan in het Nederlands.
- Niet echt, omdat ik het niet zo fijn vind en daarom er minder voor doe. Daarom zijn mijn resultaten ervoor ook minder goed.
- Ja, ik kan me toch redelijk goed uitdrukken in de taal en ik vind het niet zo moeilijk.
- Nee, ik ben slecht in talen
- Soms, sommige onderdelen in de lessen zijn niet gemakkelijk en andere zijn wel weer gemakkelijk.
- Nee, ik kan enkel de basis. Moeilijkere woorden kan ik vaak niet verstaan
- Nee, ik ken voldoende vocabulaire maar ik bezit de taal onvoldoende om vlotte tinnen aan elkaar te knopen.

Statistieken voor vraag 8 : Vind je dat je het Engels genoeg beheerst om in de taal te lezen?

Deze antwoorden werden gegeven:

- Ja, dat gaat wel. Alhoewel dat ik wel altijd nog heel veel woordjes moet opzoeken.
- ..
- Nee
- Ja
- Ik kan wel perfect een Engels boek lezen als er niet te veel moeilijke woorden instaan.
- Neen
- Ja, maar misschien wel met wat woordverklaringen erbij.
- Ik denk van wel
- Ja volgens mij wel. Maar niet te moeilijke boeken..
- Ja
- neen
- meestal wel
- neen
- Ja
- Ik denk net goed genoeg.
- ja
- Ja
- ja
- Nee
- Yup
- nee
- nee
- afffcorse
- Ja
- ja
- Ja
- Ja
- evet
- Nee
- Hangt van het boek af
- Ja, ik versta de meeste woorden

- Ja
- Ja
- Ja, of dat hangt er vanaf wat voor boeken natuurlijk.
- Niet echt.
- Ja.
- ja
- nee
- neee helemaal niet
- Ja.
- Ja.
- Ja
- Ja
- ja
- Ja
- ja valt mee
- ja
- Ja
- Nee
- ja
- ja
- Ja
- Ja, maar ik kan niet elk woord begrijpen en dat vind ik persoonlijk een meerwaarde als ik Nederlandse boeken lees.
- Ja
- Ja
- Ja
- Ja
- Neen.
- Ja, ik begrijp voldoende woorden om een verhaal goed te snappen.
- nee
- Ja
- Nee
- nee
- Hangt van het niveau van de tekst af
- Ja, ik denk dat ik het wel zou kunnen.
- ja
- Ja dat wel.
- Ja
- ja
- hangt van de moeilijkheidsgraad van het boek af
- dat wel
- Neen
- Misschien, heb het nog nooit echt geprobeerd.
- ja
- een beetje
- ja
- Ja, ik lees verschillende boeken in het Engels. Soms zijn er wel woorden die ik niet begrijp, maar die zijn dan wel een detail in het boek, als je het niet begrijpt is het dus niet erg. Maar de rode draad raak ik nooit kwijt.
- ja
- Neen
- ja
- Ja.

- Ja
- ja
- Ja
- Ja
- Ja
- Nou toch een beetje wel ja.
- ja
- Ja
- Ja
- neen
- Ja, best.
- Ja
- Ja
- Ja
- Neen
- Bhu?
- ja
- Ja
- Ja
- ja.
- Ja natuurlijk.
- Ja
- ja
- Nee niet echt
- Ja, maar ik begrijp de meeste woorden niet
- Ik lees voortdurend Engelse boeken.
- Ja
- Ja
- ja
- Ja
- Ja, als het niet te moeilijk is geschreven.
- Ja
- Nee.
- Ja
- nee
- Als het geen te moeilijke boeken zijn, dan wel.
- Ja
- Ja
- Ja
- Nee
- Ja
- Sommige engelse teksten zijn moeilijk om te lezen omdat ze moeilijke woorden gebruiken
en meestal snap ik ze niet helemaal maar ik begrijp meestal wel de context van de tekst.
- Zeker. Ik lees eigenlijk alleen maar engelse boeken.
- Ja, dat lukt meestal wel.
- Ja
- Ja.
- Ja
- Ja
- Makkelijke teksten wel, maar echte boeken niet
- Je
- ja
- Ja, we hebben al veel teksten alleen moeten lezen en ik snapte het meestal wel.

- Ja maar het is nog steeds moeilijk.
- Nee, ik persoonlijk zou dat niet kunnen denk ik.
- Ja
- Neen
- ja
- Als het niet te moeilijke teksten of boeken zijn.
- Ja
- Ligt van boek tot boek af.
- Ja.
- Ja
- ja
- De makkelijke boeken wel maar de moeilijkere niet.
- Ja
- nee
- Ja
- Ja.
- ja
- ja
- Neen
- dat weet ik niet zeker
- nee
- Ja.
- nee totaal niet
- ja
- Ja, dat misschien wel.
- ja
- ja ik denk wel dat ik het meeste begrijp
- JA
- Ik kan al redelijk goed Engelse teksten lezen, maar er blijven woorden die ik toch nog moet gaan opzoeken.
- ja
- ja
- Ja
- Nee
- Ja
- Neen
- Ja.
- Ja
- Ja
- Nee.
- Ja
- Neen
- Ja
- nee niet echt
- Het lukt wel.
- Het lukt wel.
- Ja
- Ja
- ja
- ja
- Ja!
- Neen.
- Ja

- Nee
- Ja
- Ja
- Ja sommige woorden begrijp ik niet maar aan de hand van de context probeer ik het dan te begrijpen.
- Ja
- Ja
- Ja ik kan woorden wel afleiden vanuit de context.
- ja
- Ja, ik lees namelijk bijna al mijn boeken in het Engels en dat heeft toch nog nooit echt voor een probleem gezorgd
- Ja
- Nee
- Goed genoeg.
- Ja
- Ja
- nog net niet genoeg denk ik
- Ja.
- Ja
- Ja
- ja
- Ja
- ja al moet ik wel een aantal woorden opzoken (de short storys die we voor school lezen gaan op die manier goed)
- Ja
- Ja
- Ja
- Ja, met hulp van internet voor eventuele moeilijke woorden als de context niet helpt.
- Jaa
- Ja
- Ja
- Ja
- Ja
- het zou wat beter mogen
- ja.
- Ja
- Ja
- ja
- Absoluut, ik heb nooit problemen met een Engels boek lezen. Het lezen gaat vlot voor mij omdat ik het goed begrijp.
- Ja, Ik lees veel teksten in het Engels.
- ja
- Jazeker
- ja
- Ja
- ja
- Ja
- Redelijk
- Ja
- neen
- Ja, ik heb enkele boeken in het Engels gelezen en dat lukte wel. Ik heb wel veel woorden moeten opzoeken in een woordenboek of in de Nederlandse versie van dit boek.
- Ja

- ja
- short stories gaan nog wel maar dikke boeken denk ik niet echt.
- Ja
- ik denk van wel.
- Nee
- ja
- Ik begrijip de teksten die we op school krijgen wel goed. En meestal kan ik engelse ondertitels op de tv ook wel begrijpen. Maar echte engelse boeken lezen gaat een beetje moeilijk.
- ja
- Ja
- Ja
- ja
- ja
- Ja
- ja
- ja
- ja
- ja
- nee
- totaal niet
- ja
- Ja
- Ja
- Ja, ik doe dat namelijk vaak en ik snap de meeste dingen wel!
- Ja, heel zeker.
- Ja
- Ja
- ja
- ja
- Ja
- JA
- Ja
- Denk het wel
- ja
- ja
- nee
- ja
- Ja
- Ja
- Ja
- Ja.
- nee
- een beetjeee
- Ja
- Ja, ik denk het wel.
- Ja
- ja
- Ja
- Hangt af van het woordengebruik
- Joa
- Ik denk dat een eenvoudig boek moet lukken.
- ja

Statistieken voor vraag 9 : Heb je al Engelse boeken moeten lezen voor school? Zo ja, welke?

Deze antwoorden werden gegeven:

- Ja, Animal Farm van George Orwell en verschillende short stories.
- ..
- Weet ik niet meer.
- Ja
- In het 4e hebben we ene moeten lezen maar weet de naam niet meer.
- Emma
- Ja, Alexander en nog enkele andere
- Ja. The Summoning
- Ja maar ik kom niet op de titel.
- Ja, boeken naar keuze (bijvoorbeeld over het thema drugs)
- neen
- neen
- neen
- Ja, weet ik niet meer
- Ja, een keuzeboeken 2 opgelegde boeken waar ik de naam ben van vergeten. Het andere boek heette "Lady, my life as a bitch"
- neen
- Neen
- Alexander the great
- Ja, de vorige jaren hebben we een paar engelse boeken gelezen. Ik weet nog dat er een van ging over Alexander de Grote. De andere daar kan ik me het verhaal nog vaag van herinneren, maar daar ken ik de titel niet meer van.
- Nop
- nee
- nee
- nein
- The Alchemist en nog een paar andere
- nee
- Nee
- Nee
- Hababam sinifi
- Ja, the Alchemist
- Ja ook " short stories" nl the alchemist ;;;;
- Neen, wel kort verhalen.
- Nee
- Neen
- Voor Engels heb ik al teksten moeten lezen zoals bv: een kort-verhaal van Sherlok H. Of een kort sprookjes-legende (iets in die genre.)
- Niet echt een Engelse boek gelezen maar een stukje Engelse verhalen gelezen.
- Ja, 'the alchemist' van Paulo Coelho
- ja; boeken naar keuze
- nee
- ja, TESS
- Nee. Enkel kortverhaaltjes van Roald Dhale etc.
- Ja, the alchemist.
- Ja, The Alchemist

- Ja, animal farm
- nee
- Ja: The curious incident of the dog in the night-time - Mark Haddon
- ja een klein verhaal: the speckled band
- nog niet
- Geen boeken, maar wel teksten.
- Nee
- ja animal farm, en nog 2 van school waarvan ik de titel vergeten ben.
- ja animal farm, en nog 2 van school waarvan ik de titel vergeten ben.
- ja, picture of dorian gray, animal farm en the alchemist
- Nee
- Nee
- nee
- Nee
- Ja, Animal Farm
- Ja, een aantal short stories (ongeveer 10) en een boek 'The Alchemist".
- Ja, The Alchemist.
- ja, Animal farm (George Orwell) The alchemist (Paulo Coelho)
- Neen
- Neen
- /
- Nee, alleen een klein stukje van een boek
- Nee
- neen
- ja short stories zoals the monkey's ear en momenteel nog een messenger.
- Animal farm
- nee
- animal farm beloved toni morisson
- animal farm
- Ik weet het niet meer
- Geen boeken, alleen kort verhalen.
- niet echt een boek maar wel 6 a 7 paginas van een engels verhaal
- Neen
- nee
- Neen, niet echt boeken maar we moesten een kort verhaal van Sherlock Holmes lezen waarvoor wij dan een toets kregen.
- ja, animal farm
- Neen
- neen , alles kortverhalen
- Neen.
- Animal farm
- ja The incident of the dog at Nighttime Whutering Heiths
- Ja Animal Farm The Alchemist If I Stay
- The Alchemist, One Flew Over The Cuckoo's Nest
- Ja, Animal Farm en kortverhalen
- Ja, Animal farm, The alchemist
- ja, The Alchemist
- Neen
- Neen
- ja, animal farm
- Een paar boeken van zo'n 50 pagina's en dan zelf een keuzeboek. Ik koos de klassieker War of the Worlds door H. G. Wells.
- nee

- Neem
- Animal farm en voor de rest kortverhalen van bv. Sherlock Holmes.
- Neen
- Nee
- ja animal farm
- Nee
- Nee
- ja, animal farm, the curious incident.
- Nog niet echt boeken maar eerder korte verhaaltjes.
- Ja, Animal farm, The Alchemist...
- neej
- Ja een tekst van Sherlock Holmes
- Neen
- Ja, Animal Farm.
- Ja, animal farm
- Nee
- neen
- Ja, The Alchemist
- Neen
- Ja, en herinner ik me niet meer.
- Nee.
- Nee
- nee
- ja, animal farm
- Neen
- Neen
- Ja, The Alchemist
- Nee
- Animal Farm, Romeo & Juliet, The five people you meet in heaven, The alchemist en short stories (The messenger, Dracula, a tell-tale,...)
- ja, the alchemist van Paulo Coelho.
- Nee, nog niet. We hebben wel al kortverhalen moeten lezen van Roald Dahl.
- Nog geen echte boeken, maar wel al veel kortverhalen.
- Nee
- Nee, alleen korte tekstjes.
- Neen
- neen
- Enkel short storys
- nee
- ja, animal farm
- Neen
- Animal Farm.
- Nee, dat hebben we nog niet moeten doen.
- Ja, Tess of the d'urbervilles
- Ja, animal farm
- sommige kleine teksten
- Neen.
- Ja, een Sherlock Holmes verhaal
- Ja, sherlock homes.
- Nee.
- Alleen korte verhaaltjes
- Ja, animal farm, verschillende shortstories...
- Wij moeten nu Animal Farm lezen.

- Ja, maar kleine stukjes uit boeken.
- nee, wel een kort verhaal voor een toets.
- Nee
- Ja, Animal Farm en The Alchemist.
- The Alchemist
- nee
- Neen
- nee maar wel eens een paar pagina's die waren afgedrukt
- een kort verhaal: The speckled band
- Ja, dat waren meestal short story's. Nu moet ik ook The Alchemist lezen.
- nee maar wel een kort verhaaltje in het Engels
- neen
- Neen
- the alchemist and farmville?
- ja, maar ik ben de naam vergeten, het ging over een autistisch jongetje en een vermoorde hond
- Nee
- We hebben nog geen boeken moeten lezen in het Engels we al 2 teksten (speckled band en the iron maiden).
- animal farm van george orwell
- nee wel kort verhalen
- Ja, animal farm
- Farmville
- Ja : Alchemist , en een paar kort verhalen .
- neen
- Ja, Animal farm (George Orwell)
- nee
- Ja, maar ik ben de naam vergeten
- Nee.
- Neen
- Neen enkel teksten en nu 1 boek thee alchemist
- Ja, Animal Farm
- nee
- Binnenkort.
- Binnenkort.
- Neen
- Nee
- neen
- ja, the alchemist, sherlock holmes, etc
- Neen, we moeten wel kortverhalen lezen voor de examens.
- Neen.
- Nee nog niet, wel engelse verhalen voor de examens : - the messenger - the Hitchhiker
- Ja, vooral kortverhalen
- Ik ben nu bezig in Animal Farm.
- Ja, The Alchemist.
- Animal Farm
- Neen
- Ja, verschillende waarvan ik geen enkele naam meer ken.
- Ja, Animal Farm,... nog een paar andere boeken maar ik weet de titel niet meer.
- nee
- Ja, Animal Farm van George Orwell en The Alchemist van Paulo Coelho
- Nee alleen een korte verhalen
- Nee

- Ja, het zijn er te veel ik herinner ze niet meer. Een paar die ik nog weet zijn : Animal Farm, The Alchemist en ook veel short stories.
- Nee
- Ja, Animal Farm etc.
- nee
- neen, alleen een klein verhaaltje. The speckled band.
- Ja, The Alchemist
- Ja The Alchemist (Paulo Coeho) Brave New World (Aldous Huxley)
- Animal Farm
- Ja, Animal farm
- ja short storys
- Neen.
- Nee
- Ja: Animal Farm en anderen
- Neen.
- Nee
- Ja: 1984, Brokeback Mountain, Animal Farm en nog wel een aantal waarvan ik me de naam niet meteen meer herinner.
- Ja veel bv the alchemest, 5 People You meet in heaven
- Ja dit schooljaar, eigen keuze: de hobbit
- nee ,wel al short stories
- ja, animal farm
- ja, Heart of darkness, Animal farm, The alchemist.
- Neen
- Ja, The Alchemist, If I Stay,...
- ja
- The alchemist van Paulo Coelho Lord of the flies van William Golding
- Neen.
- ja animal farm
- The alchemist, Animal Farm, het hele handboek Engels
- ja the traveling tea shop
- Neen, alleen korte teksten.
- nee
- Ja The alchemist
- Ja, The Alchemist - Paulo Coelho
- Ja Animal farm The curious incident of the dog in the nighttime ...
- neen wel een korte verhaaltjes 4-11p
- Nee, ik heb nog geen Engelse boeken moeten lezen voor school. We hebben wel een paar teksten moeten lezen.
- Nee
- nee
- alleen short stories
- niet moeten maar als het kan beter dan in het Nederlands
- neen.
- Nee
- Ja: Animal Farm
- nee
- neen
- Neen
- Ja, vorig jaar een boekje over Sherlock Holmes.
- neen
- ja, animal farm, the alchemist
- Ja Animal farm The alchemist

- neen, wel een tekst
- Ja, The Alchemist
- neen
- nee
- nee
- geen boeken maar wel short stories
- nee
- Nee
- Neen, wel eens een bundel van 12 pagina's: The specled band.
- nee
- Animal farm
- Nee
- Neen
- ja, een klein verhaaltje over Sherlock Holmes
- ja, aanimal farm, the alchemist en the picture of dorian gray
- Neen, wel teksten.
- Nee
- Ja, animal Farm
- Neen
- ja, de alchemist
- nee
- neen
- neen
- Neen
- Ja, de volgende boeken heb ik al gelezen: \r\n-Treasure Island\r\n-The Silver Sword
- Alleen shortstories
- We hebben nog geen boeken moeten lezen, alleen een kortverhaal van Sherlock Holmes
en een sprookje van Dick Whittington.
- nee
- nee enkel een tekst
- Ja al 2 boekjes lord jim en ...
- Neen.
- A curious incident of a dog in the nighttime Animal Farm Lord of the flies
- ja, the alchemist en animal farm
- Ja, Animal Farm en A Walk To Remember
- Ja, animal farm
- Animal Farm The Alchemist
- Nee.
- ja, "sherlock holmes".

Statistieken voor vraag 10 : Welke Engelse boeken lees je in je vrije tijd?

Deze antwoorden werden gegeven:

- ..
- Geen
- N
- ik lees bijna geen Engelse boeken maar als ik ene zou kiezen is het zeker ene van John
Green.
- /
- Geen
- Geen

- Geen... Ik lees enkel in het Engels als het van school moet.
- Shakespeare
- /
- niet van toepassing
- geen enkel
- The fault in our stars The perks of being a wallflower
- Geen.
- geen
- Before I Die
- geen
- In mijn vrije tijd lees ik geen engelse boeken. Deze lees ik enkel als dat moet voor een opdracht op school.
- Geen
- zie vraag 2
- /
- Boeken van John Green, James Franco, Harper Lee, John Boyne,...
- potter hary
- halo series
- Geen
- Geen
- Birth of jesus
- Geen
- the fault in our stars vooral fantasie
- Ik lees veel artikelen op het internet.
- Ik lees meestal strips die gebaseerd zijn op een gameverhaal
- Top Gear USA
- Geen
- Geen.
- /
- boeken waarvan ik heb gehoord dat ze mooier zijn in het origineel
- geen
- ik lees nie
- ik heb pas 'Loveletters To The Dead' gelezen, en nu ben ik bezig met 'The End-Or Something Like That'
- Geen
- Vooral young adult boeken
- The Fault in Our Stars Looking for Alaska
- /
- Bram Stoker: Dracula
- fictie de serie van the mortal instruments
- geen
- Geen
- geen
- /
- /
- geen
- Geen
- Robinson crusoe en andere klassiekers
- boeken van bekende schrijvers zoals john green
- Hungergames (in het Engels)
- Vanalles, maar niet TE moeilijk.
- The Hobbit - J.R.R. Tolkien Storm Front - Richard Castle Heat Wave - Richard Castle Naked Heat - Richard Castle City of Bones - Cassandra Clare

- Geen.
- Geen
- Geen
- Geen
- /
- Geen
- Geen
- boeken van John Green
- Ik lees geen engelse boeken in mijn vrije tijd.
- The fault in our stars If I stay
- geen
- /
- the fault in ours stars , looking for alaska
- Geen enkele
- Nog nooit geprobeerd.
- geen
- geen
- fantasie boeken
- Boeken van John Green, Fangirl van Rainbow Rowell, De Hunger Games trilogie heb ik
eerst in het Nederlands en dan in het Engels gelezen, etc.
- the last song, the bookthief
- /
- geen
- /
- Poëzie, young adult novels, romans
- Harry Potter novels
- Harry Potter The Hunger Games
- The Fault In Our Stars
- Allerlei, maar meer Nederlands
- Ik lees gewoon alles op internet in het Engels
- geen
- twilight, the fault in our stars
- Ik lees geen Engelse boeken.
- geen
- Vertaalde light novels, eventueel klassiekers, kortverhalen, ...
- The fault in our stars
- /
- The moth diaries
- Geen enkele
- Geen?
- geen
- Nog geen
- Geen
- The maze runner, the death cure, sorch trials, the fault in our stars, divirgent
- Geen
- Geen
- john green en ik lees aventoe online de pagina van dr.phil
- Geen
- Ik lees geen Engelse boeken
- Jeugdboeken zoals die van The Hunger Games maar ook klassiekers zoals The Catcher in
the Rye.
- Geen, ik hou niet van lezen
- Ik koop boeken of lees van mijn gsm via Wattpad

- geen
- Pulp fiction boeken.
- Catcher in the Rye, J. D. Salinger
- Geen
- Geen, boeken zijn stom.
- Geen
- /
- ge enkele denk ik
- Neen
- The fault in our stars
- Geen
- Geen
- John Green (The fault in our stars, Alaska) Jonathan Safran Foer (Everything is illuminated, Extremely loud & incredibly close) Emily Brontë (Wuthering Heights) en Agathe Christie (ga ik nog lezen)
- ik lees geen engelse boeken maar ik lees via het internet verhalen die andere mensen geschreven hebben dus het zijn geen echte auteurs.
- Vooral de typaiche jeugdboeken zoals de boeken van John Greem. Maar ik hou ook van boeken zoals Catcher In The Rye en van Our Mutual Friend.
- Bijna geen.
- Meestal Engelse boeken die ook verfilmt zijn zodat ik ook de film kan kijken als ik het boek niet goed begreep
- Nog geen
- Ik lees vooral engelse gedichten.
- perks of being a wallflower, beautiful creatures, divergent, catcher in the rye
- Geen
- harry potter
- Biografieën van bekende mensen.
- geen
- Geen
- /
- Ik heb nog nooit een Engels boek gelezen.
- Geen
- Geen
- harry potter
- Geen.
- The fault in our stars - John Green
- Geen
- Geen.
- Geen
- verfilmde boeken vooral: Harry Potter... davinci code
- Geen enkele.
- Ik lees graag thrillers, ik heb al meerdere Engelse boeken gelezen
- geen
- Geen
- Geen.
- John Flanagan: brotherband series en ranger's apprentice
- harry potter
- Geen
- /
- /
- /
- geen

- geen
- /
- hobbit, lord of the rings, harry potter,... maar 1/jaar dus zelden
- in mijn vrije tijd alleen maar Nederlandse.
- The hunger games reeks, divergent reeks, The maze runner reeks, ...
- Ik lees geen Engelse boeken in de vrije tijd.
- geen
- geen
- /
- Geen
- Geen.
- the fault in our stars Papertowns
- Alice in wonderland/Trough the looking glass (Lewis Caroll) The Wonderful Wizard of Oz (L. Frank Baum)
- Mangas vertaald naar engels
- Geen
- /
- The Maze Runner
- Neen
- Geen
- geen enkel
- geen.
- geen.
- Geen
- Geen
- geen
- harry potter
- /
- /
- Geen
- Geen
- Geen tot nu toe.
- The Maze Runner, The Perks of Being a Wallflower ....
- The fault in ous stars, an Imperial Affliction, An abundance of Katherines,...
- Geen overdreven ingewikkelde verhalen, ik lees vooral graag boeken van John Green.
- Ik lees alleen boeken voor het school omdat ik geen tijd heb.
- Geen
- geen
- Veel verschillende boeken, bestsellers lees ik altijd in het Engels.
- /
- Geen
- Hush Hush serie van Becca Fitzpatrick
- Geen, ik lees vertalingen
- Boeken van John Green
- geen
- The fault in our stars. If I stay.
- Vooral spelregelboeken van warhammer 40.000
- Ik lees voornamelijk Nederlandse vertalingen van Engelse boeken
- The perks of being a wallflower
- Geen
- geen
- The fault in our stars
- Bekende boeken, klassiekers bv The Hitchhikersguide to the Galaxy, Roald Dahl, ...

- /
- /
- Iron king, ... Mortal ionstruments "City of bones,... ...
- Ik lees meestal vertalingen.
- Geen
- The lord of the rings trilogie Assassin's Creed de hobbit
- the hunger games ,...
- geen
- Veel, Osprey publishing boeken, WOII boeken van veel verschillende uitgevers.
- Geen enkele
- Paper Towns
- geen
- Het zijn meestal boeken over geschiedenis en wetenschap die ik in mijn vrije tijd lees. Ik kies altijd de Engelse (oorspronkelijke) versie omdat dat het beste is.
- Geen enkele.
- buh
- playboy
- geen
- Geen
- geen
- Geen
- Geen
- Harry potter The catcher in the rye ...
- geen wel vertalingen
- Alleen Harry Potter.
- Ik vind John Green zijn schrijfstijl heel mooi en The Great Gatsby van F. Scott Fitzgerald is een van de mooiste boeken die ik ooit al gelezen heb.
- /
- geen
- alle Harry Potters de reeks van Darren Shan ,...
- nog nooit een engels boek gelezen.
- Geen
- geen
- Ik lees geen engelse boeken in mijn vrije tijd. Ik ben ooit in een boek begonnen maar ik heb hniet veel gelzen.
- ik lees geen engelse boeken
- Geen
- Ik lees bijna niet in mijn vrije tijd.
- geen enkel
- /
- Geen
- geen
- The fault in our stars
- geen
- interessante boeken
- geen enkel
- geen
- niks
- Geen
- Geen
- Ik ben nu bezig met de Harry Potter-reeks.
- The hunger games, Divergent, The river of time series... zeer veel boeken maar allemaal fantasy of romantische boeken

- Biografieën
- Geen
- bijna geen engelse
- geen
- /
- Allen boeken die mij interesseren
- Harry Potter, Star Wars, Lord of the Rings
- geen
- geen
- geen
- geen
- geen
- Geen
- Geen
- Geen
- Ik heb het boek 'The fault in our stars' gelezen.
- nee
- geen
- Geen
- Ik heb nog geen Engelse boeken gelezen.
- The Virgin Suicides The bridges of Madisson County The fault in our stars The great Gatsby Harry Potter (de eerste)
- geen
- A Walk To Remember, A Fault In Our Stars
- geen
- The Fault In Our Stars
- Geen.
- Harry Potter 1

Statistieken voor vraag 11 : Wat vind jij van het idee om meer hedendaagse literatuur te integreren in de les Engels?

Deze antwoorden werden gegeven:

- ..
- Geen idee. Ik lees niet graag.
- Goed
- Vind het een super idee omdat je zo toch het beste een taal kan leren, spreken,lezen...
- Goed idee
- Neutraal
- Leuke idee
- Het is eigenlijk wel een goed idee. Maar teveel literatuur zou ik saai vinden...
- Wel goed, uit literatuur leer je meer dan gewoon woorden uit het hoofd leren. Het is wel moeilijker voor jongeren die problemen hebben met talen of dislectie hebben.
- saai
- niet zo goed want ik kan het niet fantastisch
- het kan mijn Engels wel verbeteren
- Goed want de oude teksten zijn saai
- Hedendaagse literatuur zou fijner zijn i.p.v. geschiedenis die we nu vaak zien.
- niet goed
- Goed idee.
- zou niet slecht zijn

- Ja, ik zou het wel interessant vinden om meer engelse boeken te lezen, maar dan zou ik wel eenvoudige boeken willen lezen met een mooi en volgbaar verhaal.
- geen idee
- ik vindt Engels een heel mooi vak maar ik kan het niet
- /
- Heel goed!!
- not bad
- ja
- Ik vind dit wel goed zodat de jeugd Engels beter beheerst
- Goed
- ei is good
- /
- een goed idee
- De leerlingen Engelse artikels laten lezen over bepaalde thema's en deze dan toepassen op een boek.
- /
- Geen mening
- Bwa, als je Engelse boeken wilt lezen kan je ze bestellen. Ik zoek er nooit naar dus ik weet niet echt hoe de markt eruit ziet.
- Geen idee.
- Ik vind het een goed idee.
- goed idee, lezen in het Engels moet zeker aangemoedigd worden, het is dikwijls een veel mooiere leesbeleving
- Ik vind dat we al genoeg boeken moeten lezen!
- het moet een goede onderwerp zijn en niet late dwinge
- Goed, dit is een leuke manier op uw Engels te leren.
- Als je voor de richting talen kiest is dit een goed plan.Maar als je geen talenrichting doet, en je bent hier echt niet goed in, is dit wel moeilijk.
- Ik vind het goed alleen moeten de leerlingen de boeken zelf kunnen kiezen want anders gaan ze niet graag lezen in het Engels. Ik vind ook dat je veel uit Engelse boeken leert.
- Nee
- ?
- Goed! Maar we moeten de oude klassiekers ook niet vergeten.
- niet leuk wat elke dag is het te veel en het moet ook wel een leuke verhaal zijn
- een goed idee, zo is het intressanter
- Maakt al niet uit.
- Niet goed
- niet zo aantrekkelijk
- niet zo aantrekkelijk
- Saai
- Vind ik goed, want dan gaat je Engels vocabulaire groter worden en leren we ook de zinsbouw.
- Goed
- Goed!
- Een heeeeeel goed idee
- Een goed idee
- Ik vind dat dit meer moet gebeuren omdat het je Engels verbetert.
- Niet goed, een leerling ziet zo een opdracht als verplichting en doet dit tegen zijn/haar zin, het pushen van deze dingen werkt averechts.
- Een goed idee, dan kunnen we ook zelf boeken kiezen die ons aanspreken
- Het lijkt me wel een leuk idee
- Ik kan zo wie zo geen engels dus mij interesseert dat niet
- Geen idee

- Leuk zo leer je meet over literatuur en word je Engels ook beter
- Ik vind dat een goed idee.
- goed
- ik vind dat een goed idee
- Een goed idee. Anders lezen we allemaal oude verhalen die ons niets meer interesseren en et zijn betere Engelstalige boeken om te lezen
- goed dan is het misschien leuker
- leukere manier op engels te leten
- een goed idee
- Niet goed want ik ben niet goed in engels
- Dat zou beter zijn, de oude, klassieke literatuur die we nu krijgen interesseerd velen niet echt.
- goed dan ga je de taal nog meer beheersen
- een beetje saai
- een beetje saai
- da vind ik goed
- Heel goed idee, ik ben al een boekenwurm en plus Engels vind ik heel interessant, dus dit vind ik een zeer goed voorstelling die ik wel zou willen!!!
- goed
- Ik wil het liever niet.
- ik vind het een goed idee
- Een geweldig fantastisch idee!
- Beter dan grammatica
- heel goed zo kan je je engels leren en ook over de hedendaagse literatuur leren .
- Beter dan het idee oude literatuur zoals Shakespeare te lezen, dit is veel te gedateerd en dan ook echt niet meer interessant.
- Goed Idee
- Ik vind de Engelse lessen in de derde graad op zich al moeilijk. Om er dan nog eens Engelse literatuur in toe te voegen, lijkt me praktisch onmogelijk, maar ik wil het wel proberen. Ik zou de literatuur dan geven in plaats van sommige andere leerstof. Het zou een verrijking zijn van mijn basis.
- uhm, nee het is al genoeg.
- goed om het Engels te leren
- Het is een goed idee
- Eerder een goed idee.
- ik zou veel praktijk willen doen dan lezen, want ik vind dat als je meer praktijk doet, dat je beter Engels kan praten.
- Vind ik een goed idee. Ik ben van mening dat het leren van woordenschat aan de hand van een lijstje en wat toetsen vrijwel nutteloos is, vooral als men de woorden niet regelmatig gebruikt. Het lezen van literatuur zou dat probleem kunnen behelpen, hoewel het misschien een overmaat wordt, of toch op onze school, aangezien wij vele andere boeken in andere talen moeten lezen. Zo schiet er weinig tijd over voor boeken van persoonlijke intresse.
- Ik vind dat een goed idee
- Ik vind dat een goed idee
- Ik vind dat een goed idee want zo kunnen leerlingen sneller de Engelse taal beheersen.
- Goed
- Beter want soms leren we woorden in het engels waar ik van denk waarom moeten we dat kennen.
- Bhu?
- wel een goed idee
- Ik vind het een goed idee het wekt intressen
- /
- Niet per se.

- Uitstekend!
- Dit vind ik geen goed idee, ik zou liever een andere taal willen want Engels is al zo vanzelfsprekend dat bijna iedereen dit vloeiend kan spreken.
- goed
- Vind ik een goed idee
- Goed idee, we leren dan beter Engels, omdat we dan artikels te zien krijgen en daardoor zullen we dan ook beter Engels leren
- Goed, maar de klassiekers moeten toch zeker ook belangrijk blijven.
- Goed idee
- ????
- niet goed. de kortverhalen zijn meer als voldoende.
- Ik vind dat een heel goed idee. Door te lezen kan je altijd meer woordjes leren.
- We hebben altijd al wel veel te doen en moeten sowieso al veel boeken lezen voor allerlei vakken en kunnen daarom weinig boeken thuis lezen waar we geen bespreking over moeten maken of een toets over krijgen, dus ik denk dat het beter is om de leerlingen daar vrij in te laten.
- Goed
- Ikzelf vind boeken niet echt interessant dus mij maakt het niet uit.
- Mag wel maar niet teveel, iets wat ons intersseert
- /
- Goed idee
- Niet goed
- Het is een goed idee. Zo kunnen we onze engelese vaardigheden verbeteren.
- Goed
- Slecht
- Ik zou de klassiekers zeker niet afschaffen omdat ik enorm veel heb bijgeleerd. Meer hedendaagse boeken integreren, bevalt me als we zelf de keuze mogen maken.
- Betekent het dan dat we engelse boeken moeten lezen? Ik zou ze lezen als we zelf de boeken mogen kiezen want de boeken die de leerkracht opstelt zijn altijd saai.
- Ik vind het een goed idee. Je leert een taal ook beter door er teksten van de lezen.
- Het lijkt me wel een goed en leuk idee.
- Goed idee, ik vind Engels een heel mooie taal en zeker ook om te lezen maar sommige die Engels minder goed begrijpen die gaan het lezen van Engelse boeken wel moeilijk vinden.
- Heel goed.
- Ik vind het goed.
- Goed!!
- Niet gemakkelijk, ik denk dat leerlingen meer leren uit Engelse films en series
- Niet gemakkelijk, ik denk dat leerlingen meer leren uit Engelse films en series
- Dat vind ik oke
- Ik vind dat eigenlijk wel interessant, want doordat ik steeds die woordjes opzoek, kan ik zo mijn Engelse woordenschat veel meer uitbreiden.
- geen idee
- Ik vind het een leuk idee.
- Dat vind ik wel een goed idee.
- Zo leren we natuurlijk dingen te begrijpen maar dan in het Engels.
- geen idee.
- Dat is niets voor mij.
- een goed idee
- Wel goed, al zouden een paar klassiekers ook wel tof zijn.
- Een heel goed idee!
- Niet leuk
- Geen idee.
- Geen slecht idee

- een goed idee, iemand die meer leest in Engelse taal bevordert ook zijn Nederlands
- Dat mag wel vind ik.
- Ik vind het een goed idee, dat maakt Engels leuker
- hangt er van af, ik lees alleen avontuurlijke boeken en geen engelse.
- Ik vind dat een goed idee.
- Een goed idee.
- goed
- het lijkt me wel leuk
- Nu nog niet, ik zou niet alles begrijpen van wat ik lees.
- nee dank je
- goed, leerrijk
- goed, leerrijk
- Ik vind dat een goed idee.
- het kan wel interessant zijn maar dan moeten de leerkrachten niet overdrijven in de informatie die gegeven wordt
- Goed, zo kan je de taal meer beheersen.
- Dat vind ik eigenlijk wel een goed idee, zo kan je de taal beter leren begrijpen en beheersen.
- wel hou niet van literatuur zo voor mij maakt het niet uit
- Het zou een grote vooruitgang zijn!
- Goed
- het ligt er aan of de informatie die we krijgen interessant is.
- ik vind het interessant
- niet echt geweldig
- Niet zo'n goed idee
- Ja zoals tijdschriften en kranten misschien
- Goed
- Geen idee
- Dit lijkt mij heel interessant.
- Te makkelijk
- Geen mening
- Ik vind het geen goed idee.
- Klinkt leuk
- Ja
- Maakt niet uit, ik lees niet graag
- het zou wel een groot voordeel zijn denk ik want zo leer je meer met de taal omgaan,...
- Goed.
- Goed.
- Ik heb niet echt een mening
- Goed
- goed
- no
- Best wel leuk.
- Slecht idee, wij leerlingen vinden literatuur nu al niet interessant, dus het toevoegen van de hedendaagse literatuur gaat het voor ons niet 'leuker' maken.
- Goed
- Mag af en toe, maar niet te veel
- Ik vind het een leuk idee, er moet dan wel ,net zoals in het Nederlands, een verschil zijn tussen makkelijke en moeilijke boeken.
- Ik vind het een leuk idee, er moet dan wel ,net zoals in het Nederlands, een verschil zijn tussen makkelijke en moeilijke boeken.
- Goed
- Goed, maar we hebben veel schoolwerk dus ik weet niet of dit allemaal wel haalbaar is...

- Ik vind het een goed idee, door te lezen in het Engels leer je veel bij.
- Goed
- Voor de mensen die niet goed zijn in Engels zal de les veel moeilijker worden dan dat ze nu is denk ik.
- we moeten alleen soms een short story lezen voor op de S-toets. Het zou beter zijn er een aparte toets van te maken in plaats van in de S-toets te steken. Zoals een aparte luister toets die daarna word bijgeteld bij je punten op de S-toets
- Ik vind het fijn om te praten over literatuur in klas. Het leert ons veel bij.
- /
- Ik zou dat niet leuk vinden omdat ik het niet kan!
- Goed, zo hebben we meer kennis over het Engels en zal dat een voordeel zijn voor later.
- Goed, zo leren wij de taal beter behersen
- /
- Ik vind het een goed en leuk idee maar het is nog een beetje te vroeg
- Goed idee.
- Ik zou het een goed idee vinden, maar dan zou het echt hedendaagse literatuur moeten zijn en niet literatuur die leerkrachten denken dat ons interesseert.
- Dat mag, maar het moeten goede boeken zijn. Ik vind klassiekers eigenlijk leuker om te lezen, omdat ik daar meer in geïnteresseerd ben.
- goed
- Dat zou geen slecht idee zijn
- Dat zou geen slecht idee zijn
- ik weet ht niet ik vind het het belangrijkste om een taal goed te kunnen spreke maar als we op die manier meer woordenschat leren (die nutig is om te gebruiken en niet woorendie je nooit gbruikt in het dagelijkse leven)
- Niet nodig.
- Ik vind dit een goed idee omdat je zo de taal ook beter leert.
- Niet nodig
- Maakt eigenlijk niet uit voor mij.
- Ik zou het goed vinden. Ik zou er geen probleem mee hebben. Enzo wordt je Engels zelf ook beter.
- Interessant, omdat ik veel lees van Engelstalige schrijvers. Wel in het Nederlands.
- Maakt mij niet uit
- Slecht, leerlingen worden al teveel geforceerd om boeken te lezen met thema's waar ze geen of weinig interesse in hebben
- Ik vind het een goed idee
- ik vind dit een goed idee,maar het moet wel haalbaar blijven want we krijgen veel literatuur ook oor andere vakken.
- Goed, op voorwaarde dat we zelf mogen kiezen welke boeken we lezen.
- Ik begrijp deze vraag niet.
- Goed idee!
- films kijken
- Hedendaagse literatuur is rotzooi. Ik prefereer oude boeken vol met wijsheid. Ik heb liever dat we bijvoorbeeld Lord of the Flies lezen of The alchemist dan een hedendaagse boek. Mensen hebben gewoon geen inspiratie meer.
- Een goed idee.
- nee engels is niet de enige taal op de aarde he
- geen goed idee.
- /
- Dat mag wel
- .
- Goed
- Goed, als het niet verplicht is.

- Ik vind dit een goed idee
- ik wil niet nog meer leesoefeningen of luisteroefeningen dit kan ik echt niet
- Ik vind dit wel een goed plan. Zo kan je je Engels nog verbeteren.
- Ik zou het fijn vinden.
- bu
- goed en niet goed
- ik ben voorstander
- ?
- ?
- Niet goed
- goed
- Ik vind het een heel goed idee, want met alleen theorie ben je niet veel.
- zal goed zijn
- Goed
- Een goed idee!
- Een goed initiatief
- ja
- ja
- Geen mening
- alleen voor engels maar niet bij nederlands
- super goed idee!
- Dat zou goed zijn.
- onverschillig
- ik weet het niet
- Ik ben niet echt fan van deze idee
- dat weet ik niet precies, gewoon nederlands is ook goed
- Goed, want zo leer je ook meer de zin opbouw
- Geen goed idee
- Ik vind dat een goed idee, maar ik denk ook dat dat niet zo leuk is voor mensen die niet graag lezen!
- Zeer goed!! Dat zou andere extra motiveren denk ik wel , dan van die saaie literatuur ..
- Goed
- Ik vindt het al teveel dat we boeken voor Nederlands moeten lezen dus..
- goed
- goed idee
- Ik lees persoonlijk niet graag dus zou het niet leuk vinden. We behandelen nu al engelse teksten.
- Ja
- Ik vind dit een goed idee, maar de doorsnee leerling leest niet zo graag en dit zou denk ik eindigen in scholieren.net
- Ik vindt het een goed idee
- slecht
- ik vind het een goed idee
- zowiezo niet doen
- Het zou interessant kunnen zijn.
- Ligt eraan, 't is goed voor diegene die het nodig hebben. Anders is het weer zoals het Nederlandse literatuur.
- Goed, de literatuur moet wel over een thema gaan waar jongeren in deze tijd mee bezig zijn. Anders ligt het ver van de jongeren af en wordt het saai.
- Ik vind dat we nu al genoeg moeten doen.
- Ik vind het interessant, ook vind ik boeken in het Engels veel beter dan in het Nederlands.
- ja dat zou wel is leuk zijn
- goed

- Leuk beter dan enkel theorie
- Een goed idee, zo krijgen we ook te maken met een ander soort 'Engels', leren we volledige verhalen te lezen, zich te verdiepen in teksten, ookal zijn ze Engelstalig.
- Geweldig, ik vind het ook wel fijn om meer klassiekers te lezen, maar wat meer hedendaagse literatuur zou ook wel fijn zijn.
- een goed idee, want die oude boeken leest niemand echt nog graag
- Dit zal ik niet zo fijn vinden omdat de dingen die we nu doen, ook best interessant zijn.
- :D
- Cava
- Hedendaagse literatuur is oke, maar geen literatuur van vroeger.
- moet niet, maar kan wel.

8.3   Didactical material novels

8.3.1   Worksheet Speak
8.3.2   Correction worksheet Speak
8.3.3   Worksheet The Book Thief
8.3.4   Correction worksheet The Book Thief
8.3.5   Worksheet 13 Reasons Why
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8.3.7   Worksheet Paper Towns
8.3.8   Correction Paper Towns

Name: Class:
Date: Teacher:

WORKSHEET *SPEAK*

1. Read the novel *Speak*. Answer the following questions.

- Give general information about this novel (author, when was it published, genre…)
- Who are the main characters of this novel? Discuss them shortly.
- Summarize the plotline.
- Which topics/themes are discussed in this novel? (Example: *The Fault In Our Stars is about cancer and mourning.)*
- How did you experience the book?

2. Watch the film *Speak*. Answer the following questions

- When was the film released?
- How was it received?
- Who played the main characters in the film?
- Did you notice any differences between the novel and the film?
- Would you say the film followed the novel or not?

3. Deadline: … /… /…

- Answer the questions in a Word document.
- Send it via Smartschool before the previously mentioned deadline.
- Class discussion about this assignment on **… / … / …**

Name: Class:
Date: Teacher:

CORRECTION WORKSHEET *SPEAK*

1. Read the novel Speak. Answer the following questions.

- *Give general information about this novel (author, when was it published, genre…)*

Laurie Halse Anderson is the American author of this book. It was published in 1999 and received many awards. The genre of the book is fiction. The story didn't happen in real life, but it's still realistic.

Important to add is that the subject of this book has led to censorship. The book contains some difficult subject matter and is in the ALA's (American Library Association) top 100 of banned books. Many professors tried to get the book banned from the reading list of high schoolers. In Missouri the book was in fact banned. Some said letting pupils read this book was child abuse.

- *Who are the main characters of this novel? Discuss them shortly.*

Melinda Sordino

⇨ Melinda is the protagonist. The story is about her and what happened during the previous summer. She is suffering from a depression, caused by the traumatic events of the summer. She loses her ability to speak and only shows her pain through physical acts (e.g. biting her lips and nails). Her character evolves throughout the novel. Near the end of the novel she is confident enough to speak again and face her fears.

Andy Evans

⇨ Andy is the antagonist of this story. He rapes Melinda during the summer and causes everything that happens to Melinda afterwards. He likes himself a lot (= *narcissist*) and terrorizes many girls in high school. He continues to pester Melinda with her inability to come clean about the events of the summer. This shows how he's unable to empathize with others. At the end of the novel he gets what he deserves. He gets caught during a second attack on Melinda.

Heather

⇨ Heather is the new girl in town. She transferred from Ohio and is desperate to make it into the popular click. She's different from Melinda in every way possible. She's very self-centred and uses Melinda to avoid the fact that they're both outcasts. Unlike Melinda, Heather doesn't grow throughout the novel. She continues to please other people in the hopes of gaining friendship.

Mr. Freeman

⇨ Can also be seen as a main character, although his role in the novel is smaller. He is a role model for Melinda and shows her how to use art to deal with difficult emotions.

- *Summarize the plotline.*

This novel centres around the life of Melinda Sordino. She starts her freshman year in high school with a bug secret. During the previous summer Melinda meets Andy at a senior party she was attending with her friends. Andy rapes Melinda at this party and she ends up calling the police. When someone picks up she doesn't know what to say and just hangs up.

This causes the police to come to the party and break it up, seeing as it was illegal. Some people even get arrested. People know Melinda called the police, but nobody asks her why she did it. She also doesn't tell anyone. Now she is starting high school as an outcast. All her friends left her and everybody avoids her because she called the police during a party. Her previous best friend, Rachel, is even dating Andy.

Melinda's only friend is a girl called Heather, who is new at school. She only uses Melinda to try and gain popularity and eventually even ditches Melinda for the most popular girls in school.

Melinda doesn't care about popularity and grows more silent and depressed by the day. She spends most of her time in an abandoned janitor's closet. She uses it to avoid teachers and other students who see her silence as a way to get attention. The only subject she still likes is art class. Here she works on a yearlong project of the various interpretations of a tree.

Sometimes she sees IT, a nickname she gave Andy, in the hallways. He continues to antagonize her in ways that make her relive the whole experience. Melinda's former best friend is also dating Andy and near the end of the novel they break up. After this break-up Melinda tells her what happened during the summer. The girl doesn't believe her.

Melinda begins to feel free after speaking up and takes up new hobbies. She's starting to gain confidence again. She no longer relies on the fake friendship she has with Heather and tries to talk to a former friend again.

At the end of the school year Melinda is forced to talk to Andy again. He had found out that Melinda told Rachel what happened and attacks her in the janitor's closet. She defends herself this time and gains respect from many other girls who had gone through the same attacks from Andy.

At the end of the novel Melinda tells her story to her art teacher, Mr. Freeman. She can now move on with her life.

- *Which topics/themes are discussed in this novel? (Example: The Fault In Our Stars is about cancer and mourning.)*

Rape culture/harassment

⇨ Melinda gets raped in the summer before high school. This is the main reason for her outcast position. She gets harassed verbally by her attacker as well.

Social pressure

⇨ There will always be the pressure to fit in and not be an outcast. Melinda called the police during the party and caused it to end. Therefore she is "shunned" or banned out of social circles. There's pressure to not include her in social events, making her an outcast.

Depression

⇨ The traumatic events of the summer caused Melinda to spiral in a deep depression. The author gives a good view of how depression works.

- *How did you experience the book?*

Personal answers from the pupils.

2. **Watch the film Speak. Answer the following questions**

- *When was the film released?*

The film was released on 20 January 2004 in America.

- *How was it received?*

Review from the New York Times:

For One Teenager, the Party's Over

Published: September 5, 2005

It comes nowhere near capturing the wise, subtle tone of the book it's based on, but "Speak," the story of a teenage girl trying to cope with having been date-raped, is still an effective treatment of a difficult subject, thanks almost entirely to the performance of Kristen Stewart as the young victim.

She plays Melinda Sordino, a high school freshman who silently endures a nightmarish school year, ostracized by her former friends and persecuted by one particularly oafish teacher. In flashbacks, it emerges that she is despised by her peers because she brought the law down on a late-summer party by calling 911. What no one knows - she lost her nerve when the police arrived - is that she made the
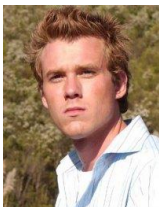
call because she had been raped by a popular senior boy. Since then she has found the act of speaking to be difficult; this is one sullen teenager who has good reason to be.

The movie is being broadcast simultaneously tonight by Lifetime Television and Showtime, an unusual move that the two cable outlets say is intended to promote awareness of the problem of date rape and other types of sexual assault. Fans of the 1999 novel by Laurie Halse Anderson on which the movie is based are likely to be disappointed that the rich, quirky inner voice of the book's Melinda failed to find its way into the screenplay by Annie Young-Frisbie and Jessica Sharzer. (Ms. Sharzer also directed.) The novel is written from Melinda's perspective, but in the film we get her inner thoughts only in voiceovers, and these are so brief and widely scattered that rather than fleshing out her personality, they merely sound like not-very-original snide remarks. ("It's impossible to listen to Miss Keen," Voiceover Melinda says of one teacher. "Her voice sounds like an engine that won't turn over.")

Nonetheless, Ms. Stewart creates a convincing character full of pain and turmoil - not an easy acting feat, since because of the nature of the story she has a limited number of lines. Steve Zahn also stands out as a renegade art teacher who helps Melinda rediscover her voice, though he's too preoccupied with fighting the bureaucracy to get to the root of her problems.

Everyone else in the film is a dismaying caricature, so much so that it costs the movie some credibility, especially where the adult characters are concerned. Shouldn't one of these dim-witted grown-ups – guidance counsellor, principal, teachers, parents – have noticed the classic red flags (drastic personality change, plummeting grades) Melinda was waving and reached out to her? But maybe that's the lesson this film holds for adults, along with the more obvious ones it offers young people: the difficult troubles teenagers can face have a way of making even the best-trained, best-intentioned among us look clueless.

- *Who played the main characters in the film?*

Kristen Stewart		Melinda Sordino
Eric Lively		Andy Evans

Alisson Siko		Heather Billings
Steve Zahn		Mr. Freeman

- *Did you notice any differences between the novel and the film?*

There are many differences. Pupils need to notice at least five.

There is an auditorium scene in the novel that gets cut in the film. In this scene Melinda meets Heather. In the film Melinda meets Heather on the bus.

There is a scene where Melinda writes on the bathroom stall "Guys to stay away from: Andy Evans". Later she finds that others have added incidents of victimization. She realizes that she is not alone. This scene was not added in the film.

Other places of events change. Melinda was violated in the woods behind the party. In the film they changed this location to Andy's car. The same goes for the break up between Andy and Rachel. The break up in Andy's car, but in the novel this happens at prom.

There is a scene of dead tree branches being cut off, commentating on how Melinda is changing. The comments are left out in the film, but the rest is shown.

At the end of the film Melinda talks to Mr. Freeman about being violated, but in the novel she tells this to her mum and not Mr. Freeman.

A scene where Andy confronts Melinda is cut out of the film.

In the novel Mr. Neck gives the extra credit assignment as an option for the whole class, however, in the film Mr. Neck gives the assignment to Melinda only.

- *Would you say the film followed the novel or not?*

Personal answers of the pupils.

3. Deadline: … /… /…

- Answer the questions in a Word document.
- Send it via Smartschool before the previously mentioned deadline.
- Class discussion about this assignment on **… / … / …**

Worksheet The Book Thief

We have watched The Book Thief *in class. Now it's up to you! Read The Book Thief at home and respond to the following questions.*

1. **Novel – film**

- Describe the main characters of *The Book Thief.*
- Do the main characters go through a change throughout the story?
- Summarize the plot.
- Discuss the following relationships in the story:
    o Liesel and Rudy
    o Liesel and the major's wife
    o Liesel and Hans Hubermann
    o Hans and Rosa Hubermann
    o Liesel and Max
- How did you experience this story?

2. **History**

- This story covers a major historical event. Which one?
- Explain what happened during said historical event from the previous question.
- Discuss the following historical terms/names. What's their importance in the novel/film? When do they appear in the storyline?

    o Anti-Semitism
    o Hitler
    o Communism
    o Nazi
    o Book burning (Berlin, 1933)

Correction worksheet The Book Thief

We have watched The Book Thief *in class. Now it's up to you! Read The Book Thief at home and respond to the following questions.*

1. **Novel – film**

- *Describe the main characters of* The Book Thief*.*

Liesel Meminger

⇨ Liesel is the protagonist of this story. At the beginning of the book she's nine years old, but she ages many years throughout the story. This novel is named after her most common activity: stealing books. She starts this activity when she begins to deliver the laundry at the major's house and it throws her into many adventures. At the beginning of the story she's illiterate, but Hans Hubermann (her new dad) teaches her how to read. Slowly Liesel gains confidence. She likes reading a lot and starts picking up books more and more. Through books Liesel learns about the world. She learns that words can describe beautiful things, but can also be filled with a lot of hatred (meaning Hitler's *Mein Kampf*). Words are the reason she doesn't have her family anymore (*communism*) and they also locked Max in her basement (*anti-Semitism during the first World War*).

Death

⇨ You can't deny the presence of this "character" in the book. Death is the narrator of this story. He talks about his various encounters with Liesel and how she came across to him. He doesn't seem to be a character in the story, but he truly is. There is no physical appearance in the novel, but he was always present in some way. He comes in contact with Liesel every time someone around her dies. Therefore he reappears a lot during the novel and is seen as a character.

Hans Hubermann

⇨ Hans is Liesel's stepdad. He lives in Molching during Nazi-Germany, but doesn't fit in that well. He refuses to join the Nazi-party at first, earning him the distrust of some officers higher up. He joins the party later in the book, to get trust and hide the fact that there's a Jew in his basement.

⇨ Liesel describes Hans as a tall man with silver eyes. He likes to play the accordion and is a painter. He gains Liesel's trust with his gentle nature and learns her how to read and write. Death tells the readers that Hans is the one Liesel loves most. He's her main source of security.

Rosa Hubermann

⇨ She is a though woman who has a personal nickname for Liesel and Hans: *Saumensch* and *Saukerl*. Rosa is very strict on Liesel and the latter doesn't trust her at first. Later on, the trust

gets bigger. Rosa looks like a hard person, who will not love easily, but it's implied in the story that Rosa loves Hans and Liesel dearly.

Max Vandenburg
⇨ Max is the Jewish boy who hides in Liesel's house. Max's father saved Hans Hubermann during the First World War and therefore Hans, in return, saves Max's life. Max resembles Liesel in many ways. Max has also nightmares about his past, thinks greatly of Hans Hubermann and has a passion for words.
⇨ Max spends his days in the basement fighting a fictive Hitler and making a book for Liesel. In this book he thanks her for what she does. Max is very fond of Liesel and finds it very difficult to leave her behind eventually.

Rudi Steiner
⇨ He is Liesel's best friend. They spent a lot of time together. He is one of six children and likes to play football. He is in love with Liesel, but Liesel doesn't love him back until it's too late. Rudi protects Liesel as much as he can and their friendship is very strong. They steal books and food together. Rudi knows many things about Liesel that others don't.

Frau Hermann
⇨ She is the major's wife. She presents Liesel with all the books she wants to read and treats her like the daughter she never had. She is seen as a main character because she lets Liesel deliberately steal books from her library at first. She doesn't tell her husband. That way, Liesel can educate herself on different subjects and learn new words.
⇨ An important fact is that Frau Hermann lost her son in the First World War. She never recovered from this tragedy and is seen as a lunatic. She only accepts Liesel in her life because she reminds her of her lost son.

- *Do the main characters go through a change throughout the story?*

The book follows Liesel primarily, but many characters go through a change. Liesel learns more about the world and gets more critical about the current situation in Germany. She realizes that she was born as the enemy and finds herself hating the Nazi theories.

Throughout the book she learns to trust more people. She also learns a lot from Max, the Jewish man hiding in their basement, and the major's wife.

Rudi changes gradually from a little boy with a one-sided mind, to a young man who learns to respect Liesel more.

We also see Rosa Hubermann go through a change. She shows her emotional side near the end of the book, when Hans is sent to the help the German army and she gets in a sad mood until he comes back. She confines in Liesel and lets her see this side of her. It's a big change from the rough exterior she held up at the beginning of the book.

- *Summarize the plot.*

Liesel Meminger is the protagonist, but this novel has an interesting narrator. The whole novel is narrated by Death. Death describes in

detail the era Liesel lives in: Nazi Germany. Death tells about all the encounters he had with Liesel and how fascinating he found her.

The story starts with the death of Liesel's brother, after which Liesel gets adopted by Hans and Rosa Hubermann. Liesel's mother is a communist and can't take care of her daughter during this war. Communists were prosecuted during World War Two.

Liesel struggles to fit in and enjoy her new life in Germany. She is exposed to all the horror of the Nazi regime and the war in general. The political situation in Germany begins to get worse for Jews and Liesel's foster parents begin to hide a Jew. His name is Max.

Liesel is still wary about her new surroundings, but starts to develop a close relationship with Hans. He learns her to read in secret. In their cellar he makes a blackboard so Liesel can learn how to write as well. She has to write down all the new words she learns.

Because Max is hidden in the cellar, Liesel starts sharing stories with him. Later on, she also starts to steal novels from the Nazi Party and the major's house. Max and Liesel develop an interesting relationship and Max learns Liesel a lot about life.

At the end of the novel Max decides to move on from Liesel and her parents, claiming it's too dangerous for them to hide a Jew. Not long after, bombs drop on the city and a lot of people get killed. Amongst the dead are Hans and Rosa Hubermann and also Rudy, Liesel's best friend.

Post war, Max and Liesel reunite in a small book store. They pick up where they left. The novel ends with Liesel's death. The narrator talks about what an extraordinary person Liesel was and how she told stories that needed to be heard.

- *Discuss the following relationships in the story:*

  o **Liesel and Rudy**

Upon meeting Liesel, Rudi is immediately entranced by her. He keeps talking and pestering her until Liesel accepts his friendship. Throughout the book their friendship gets stronger. Rudi even develops a crush on Liesel. He keeps testing her to see if she would like him back, but Liesel keeps him at a distance. Rudi dies at the end of the book, making Liesel realize that she did love him back. She finally gives him the kiss he always wanted, but now it's already too late.

  o **Liesel and the major's wife**

Liesel has a special bond with the major's wife, Frau Hermann. She always delivers the laundry to Frau Hermann. One time, Liesel wanders into the library and is amazed by all of the books that it holds. From then on Liesel steals books from her. At first she thinks nobody knows, but then Frau Hermann caught her in the act. Instead of punishing her, she lets Liesel read books in the library. She seems to like Liesel's presence. Later on, it's revealed that Frau Hermann lost her son. She treats Liesel in the same way she treated her son, meaning that Liesel represents him. This creates a special bond.

    o **Liesel and Hans Hubermann**

Hans has always been special to Liesel. He is the first one she trusts when she moves in with the Hubermanns. When she's scared Hans comes to comfort her and later on he learns her how to read and write. This creates a very tight bond. Liesel confines in Hans most of the time. Hans and Liesel also laugh with Rosa behind her back. It gives them great pleasure.

    o **Hans and Rosa Hubermann**

Rosa is a hard person to love, so she has a funny relationship with Hans. She keeps insulting him and complaining about the way he handles things. Though, when he leaves for the war, Rosa is desperate and she gets really emotional. Their relationship is strong and can stand whatever. Eventually they die side by side.

    o **Liesel and Max**

Liesel is cautious towards Max at first. She slowly learns to trust him when she learns to read. Hans made a blackboard for Liesel in the basement, so Liesel spends a lot of time there. Therefore, she has a lot of contact with Max. They gradually start talking. Max asks her to describe the outside world to him, in her own words. This is a way for Liesel to practice words and it gives Max an ideal position to daydream about the day. Liesel is devastated when Max has to leave and it is with a heavy heart that she lets him leave. They finally reunite after the war, happy to see each other again.

As said in the characters' explanation: Max and Liesel are in many ways the same. This is another reason why they get along so well!

- How did you experience this story?

Personal answers of the pupils.

2. **History**

- *This story covers a major historical event. Which one?*

This story covers World War II.

- *Explain what happened during said historical event from the previous question.*

World War II is a war fought from 1939 to 1945. It was fought in Europe and Asia. This war began in Europe on September 1, 1939, with the invasion of Nazi Germany. It ended on September 2, 1945, with the official surrender of the last nation, Japan.

It is seen as the largest armed conflict in history, involving a lot more countries than in other wars. It was also a powerful war, seeing as it introduced a lot of new weapons. Word War II introduces the first nuclear weapons to the world.

From 1939 to early 1941, Germany controlled or conquered most of continental Europe with a series of campaigns and treaties. Germany formed the Axis alliance with Italy and Japan. The greatest Allies, the enemies of the Axis, were Great-Britain, France and the United States of America.

The war ended when the Western Allies and the Sovjet Union invaded Germany. This cumulated in the capture of Berlin. World War II altered the political alignment and the social structure in the world. Different European countries and America formed the United Nations. This was an international organisation that had to prevent future conflicts. Superpowers Soviet Union and America emerged as rivals and set the stage for the next war: the Cold War.

- *Discuss the following historical terms/names. What's their importance in the novel/film? When do they appear in the storyline?*

  o **Anti-Semitism**

Anti-semitism is a belief or behaviour hostile towards the Jews. The reasons behind this behaviour can vary from simple hate to forms of religious teaching that proclaim the inferiority of Jews. Anti-Semitism was very big during World War II. There were a lot of prejudiced or stereotyped views about Jews. Anti-Semitism was used in World War II to justify the killing of every Jewish person in Germany (or land occupied by Germany). This is also called the Holocaust.

There are a lot of scenes in the novel/film where anti-Semitism is shown. One of the first is Max's flight from his home. It's during the night when Nazis are searching homes for hidden Jews. If they discovered Jews, they would put them on trucks and deport them to concentration camps immediately.

A second scene is the scene where a parade of Jews walk through Mulching. This is not a proud parade, but a group of Jews from a nearby concentration camp who are led by Nazis. The Nazis want to show how dirty and disgusting the Jews are by letting them walk through the town. Some people throw insults (or stuff) their way.

  o **Hitler**

Adolf Hitler was the leader of the NSDAP (*Nationalsozialistische Deutsche Arbeit Partei*). He was imprisoned in 1923 because he attempted a coupe to seize power. After his imprisonment he gained popularity for attacking the Versailles treaty (written as a peace treaty after World War I). After his imprisonment Hitler gained a lot of popularity for his ideologies. This led to Hitler being the chancellor in 1933 and his party being the biggest in the country. Slowly Hitler started to turn Germany into a single-party dictatorship. He

wanted to eliminate all the Jews (*see Anti-*Semitism) and counter the injustice that was done to Germany after World War I. He wanted to make a big empire of Germany, so it could regain its power from before the war.

Eventually his foreign policy was seen as one of the major reasons for the break out of World War II.

Hitler committed suicide at the end of World War II, to avoid capture by the Red Army. Hitler was responsible for the genocide of millions of Jews.

He doesn't really make an appearance in the story, but is named and referenced throughout the story. Hans would listen to his speeches on the radio, commands of Hitler were followed, the Nazis spoke his name in almost every sentence...

- o **Communism**

Communism is an ideology where people strive for a classless society that lives on common property. Everybody produces and takes as much as they need.

Communism and socialism are usually named as one and the same, but they can only be linked, not seen as the same thing. According to Marx, socialism is only a transition phase towards communism.

After the October Revolution in Russia, a communist party took the power. Communism was crusted to society and would later be a big part of the Cold War. During the Second World War, communism was seen as a bad thing in Germany. The Communist Party in Germany saw the NSDAP as its biggest opponent and therefore directed most of its attacks on them. The Communist party was banned during Nazi-Germany and only an underground organization remained.

There are small indications that show that Liesel is a communist. Liesel's mother takes her children across the country to get them adopted. She can't take care of her own children because she's a communist and will be arrested.

Later on, Liesel also gets called a "filthy communist". This shows the hatred that was also directed at the communists.

- o **Nazi**

The Nazis are people who believe in the ideology of Hitler and his party: national socialism. The term "nazi" is an abbreviation of this ideology.

The term is mostly used to describe people who followed national socialism from 1933 until 1945 in Germany.

We are confronted with Nazi's throughout the whole storyline. There are house visits, Nazi officers looking for Jews… Hans gets in the way of some Nazis when he refuses to join the party and is even punished for that.

o **Book burning (Berlin, 1933)**

The Book burning in Berlin was one of the many book burnings in Germany in 1933. This was a campaign by the German Student Union to burn books that were seen as subversive. Subversive means that these books contained propaganda to overthrow the established government. Here the established government was Hitler and his Nazi Party. Books that represented ideologies that were not Nazism were burnt too. Burnt books included Jewish, Communist, liberal and anarchist books.

In *The Book Thief* Liesel has to participate in one of these book burnings. She realises all of the literature that gets lost this way and ends up stealing a book from the burning heap.

AUTONOMOUS LEARNING *13 REASONS WHY*

Reading is something that you have to experience on your own. This autonomous learning assignment is to stimulate you to read thoroughly. Don't just read, think about it as well. I picked out *13 Reasons Why* for reasons that you will discover yourself. This is a task that is going to be assessed through an app. You will use this app to comment on your progress and to answer certain questions you can find in this worksheet.

GOODREADS

You probably all know *Goodreads* in some way or another. When you type the title of a novel in *Google* one of the first search hits is usually this site. Before you can do this assignment, you need to know how to download/use *Goodreads*. Let's take a look at the instructions!

HOW TO DOWNLOAD *GOODREADS*

The download process for Apple and Android is the same. The only difference lays in the "store" you download it from. For Apple you use the *App store* and for Android you use *Google play*. Example pictures for the download manual will be from the *App store*.

1. Go to the *App Store / Google Play* on your phone.
2. Press "*search*.
3. The search term is "*Goodreads"*.
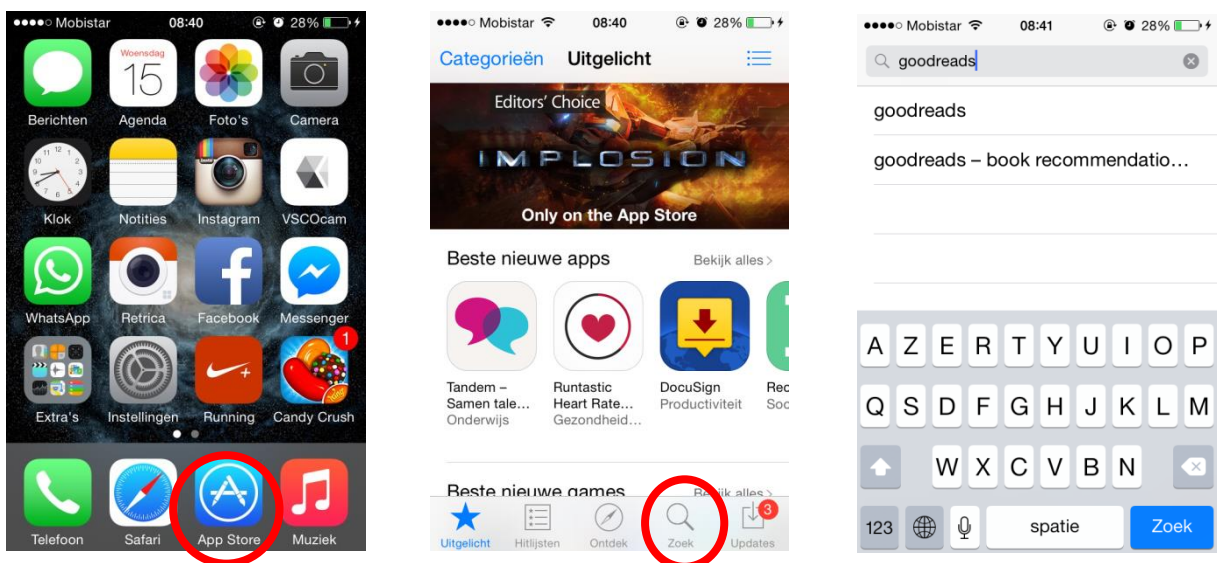
4. Finally press "*Download"*.
5. You can open the app via the *App store* when it has finished downloading.
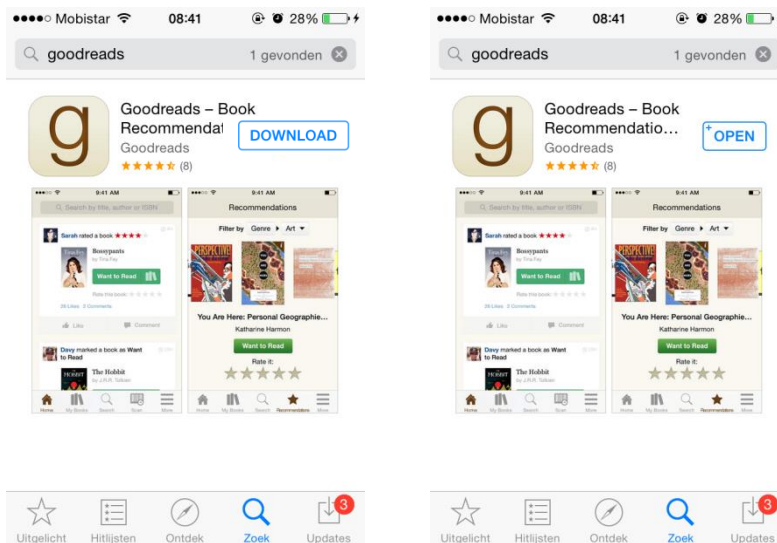
HOW TO USE *GOODREADS*

For this assignment you need an account, because you need to review on every chapter. How do you use *Goodreads?* Well, let's find out!

1. Create an account . Press "*sign up*".
2. You can choose. Create an account on *Goodreads* or use your Facebook account. Keep in mind that people can see your activity on *Goodreads* via Facebook. Therefore, it's recommended to create an account. That way, you keep your privacy. Only I can see your reviews and progress.
3. The third image is a screenshot from the homepage of *Goodreads*. Type "*13 Reasons Why*" into the search bar to find the book.
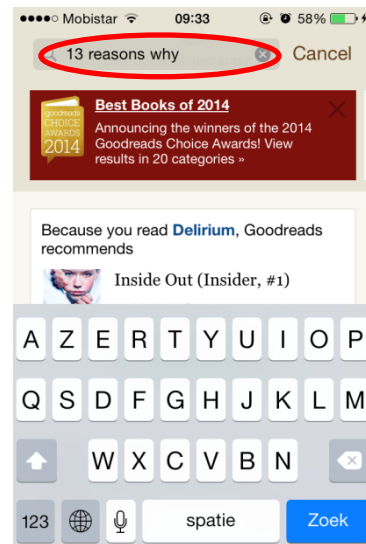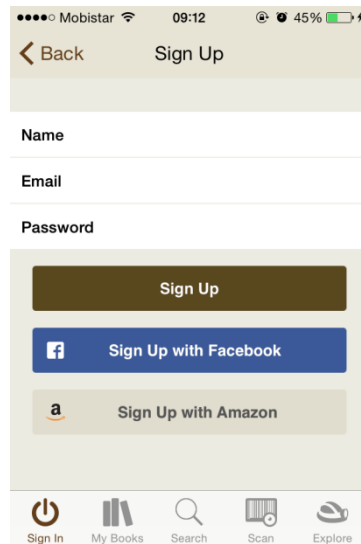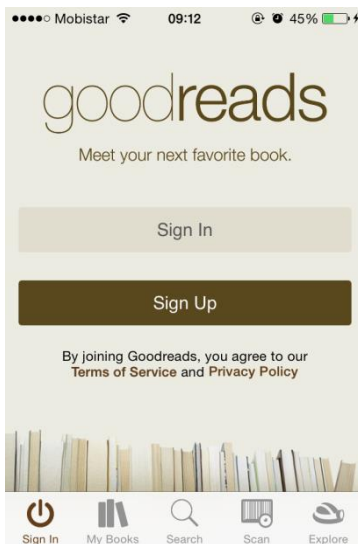
4. Click the first book that appears. You will see an overview with all the details about the book. You also see the words "*Bookshelf*" and "*Status*". First, click "*Bookshelf*".
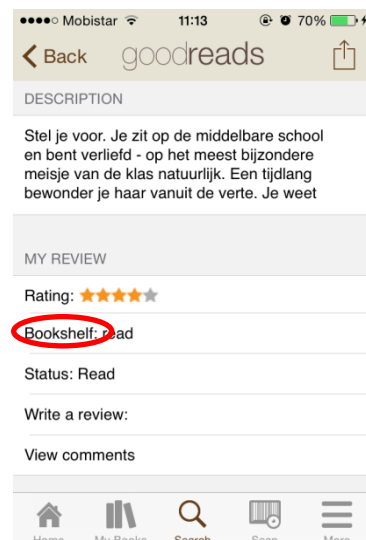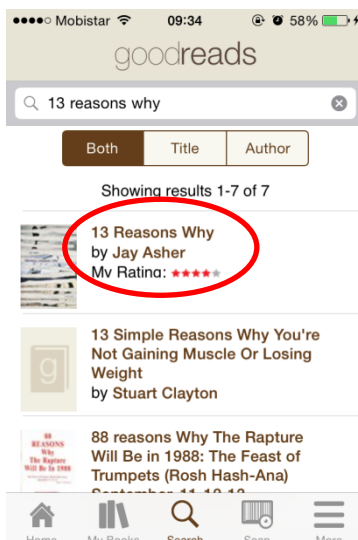
5. "*Bookshelf*" is where you point out what you're doing with the novel. Have I already read it? Do I want to read it? Am I reading it right now? For *13 Reasons Why* you appoint "*Currently reading*".
6. Go back to the overview page of the novel. Now click "*Status*". Here you update the progress you're making and add comments you have. This is where you "do" the assignment. More information about the assignment is found below.
7. The last thing you do is add the teacher as a friend. Only friends can see the books you're reading or reviewing about. Just type in the username the teacher gives and add this account as friend.
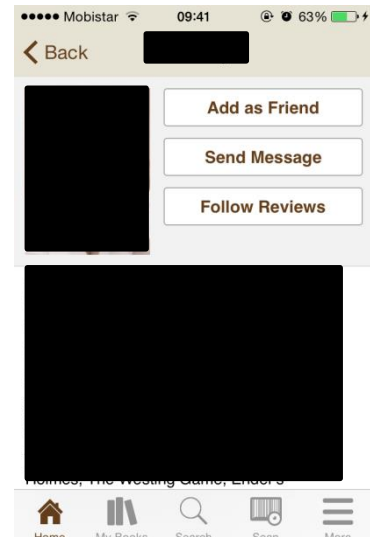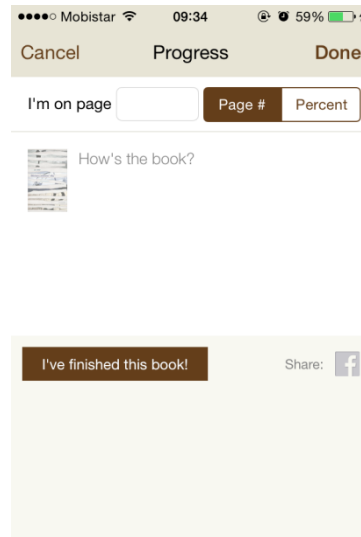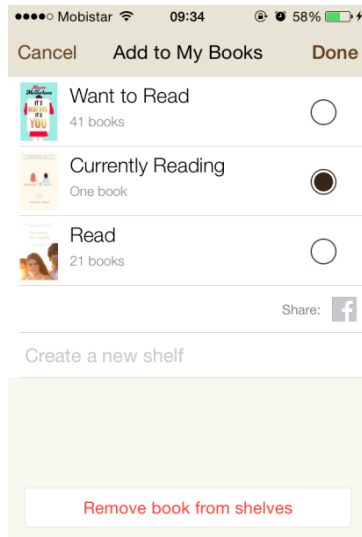
More questions?

⇨ Ask the teacher in class.

QUESTIONS TO ANSWER AFTER EVERY CHAPTER

Now for the assignment:

- This novel will be read at home. The deadline for finishing this novel is … / … / … You will be graded on everything that is completed before that date. You don't get points for chapters and exercises you did AFTER the deadline.
- This novel is divided into several chapters. After every chapter, you tell me what page you're on (= the ending page of the chapter) and you answer the questions given on this worksheet.
- Some questions require internet research, others don't. Most of the questions are personal questions.
- Good luck!

QUESTIONS: PREFACE + YESTERDAY

What do you think is in the shoebox?

Describe the mood of the main character.

What do you think happened to Hannah?

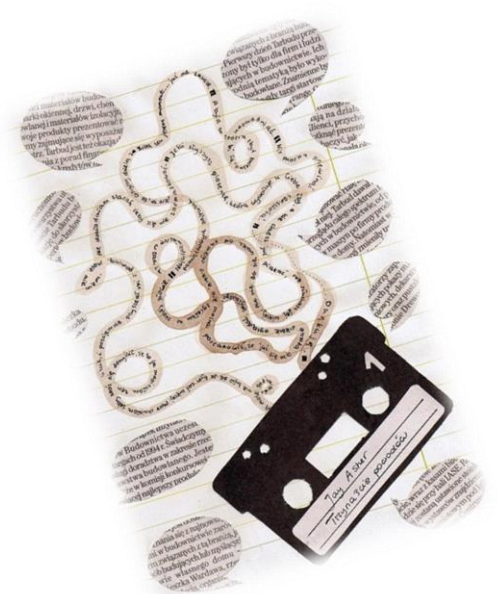What do you think is on the tapes?

QUESTIONS CASSETTE 1: SIDE A

What is your initial reaction to learning the reason of Hannah's death?

Who is the first one on the list? Shortly state why.

What do you think Clay's relationship with Hannah is?

Do you think Tony has something to do with the tapes?

QUESTIONS CASSETTE 1: SIDE B

Why was Alex on the list?

Why do you think Jessica is the next one on the tapes?

QUESTIONS CASSETTE 2: SIDE A

What do you think Mr. Porter had to do with Hannah's death?

What was the rumour about Hannah and Alex?

Why did it upset Jessica so much?

QUESTIONS CASSETTE 2: SIDE B

Hannah talks about electives. Look up this word. What is it? What does it mean?

How does Hannah feel after discovering who the Peeping Tom was?

The ending of this chapter gives a clue as to who's next. Explain.

QUESTIONS CASSETTE 3: SIDE A

Why did Courtney want to go to a party with Hannah?

In America being valedictorian is very important. What is valedictorian and why is it important?

Skye will make a reappearance in the story. What do you think her role in this story is?

How did Hannah make it clear to Courtney what she thought?

QUESTIONS CASSETTE 3: SIDE B

Something changes in Hannah's view during this chapter. When does it happen and what is it?

You find out about a new connection between Hannah and Clay. What is it?

QUESTIONS CASSETTE 4: SIDE A

What happened in Hannah's favourite class? (Name the class as well.)

Why did Zach do that?

How do you feel about the way the discussion of suicide went?

QUESTIONS CASSETTE 4: SIDE B

How does Clay feel at the end of this chapter?

What did Ryan do that hurt Hannah so much?

QUESTIONS CASSETTE 5: SIDE A

Did you expect Tony's part in this story?

What did you expect of Clay's tape?

How would you describe the feeling Clay has?

QUESTIONS CASSETTE 5: SIDE B

Did you suspect who the boy was that left the girl in the room with Hannah?

What happened to the girl?

Predict what Tony's place is in this story.

QUESTIONS CASSETTE 6: SIDE A

What connection do Hannah and Clay have regarding the accident Jenny caused?

How did Jenny's accident cause another accident to happen?

What connection does Hannah, unknowingly, have with the old man from the accident?

QUESTIONS CASSETTE 6: SIDE B

Do you understand Hannah's reaction?

How do you feel about this chapter?

QUESTIONS CASSETTE 7: SIDE A

How did you expect Mr. Porter to react out to Hannah?

Was your expectation met?

QUESTIONS CASSETTE 7: SIDE B + THE NEXT DAY

Why did you think Hannah only said "thank you" on the last tape?

Why does Skye reappear?

What do you think Clay's plan is with Skye?

How do you feel after reading this book?

CORRECTION AL *13 REASONS WHY*

Reading is something that you have to experience on your own. This autonomous learning assignment is to stimulate you to read thoroughly. Don't just read, think about it as well. I picked out *13 Reasons Why* for reasons that you will discover yourself. This is a task that is going to be assessed through an app. You will use this app to comment on your progress and to answer certain questions you can find in this worksheet.

QUESTIONS TO ANSWER AFTER EVERY CHAPTER

Now for the assignment:

- This novel will be read at home. The deadline for finishing this novel is … / … / … You will be graded on everything that is completed before that date. You don't get points for chapters and exercises you did AFTER the deadline.
- This novel is divided into several chapters. After every chapter, you tell me what page you're on (= the ending page of the chapter) and you answer the questions given on this worksheet.
- Some questions require internet research, others don't. Most of the questions are personal questions.
- Good luck!

CORRECTION OF THE ASSIGNMENT

Many of these questions require personal answers from the pupils as this is an assignment more based on reflecting than grading.

QUESTIONS: PREFACE + YESTERDAY

What do you think is in the shoebox?

- Personal answers of the pupils.

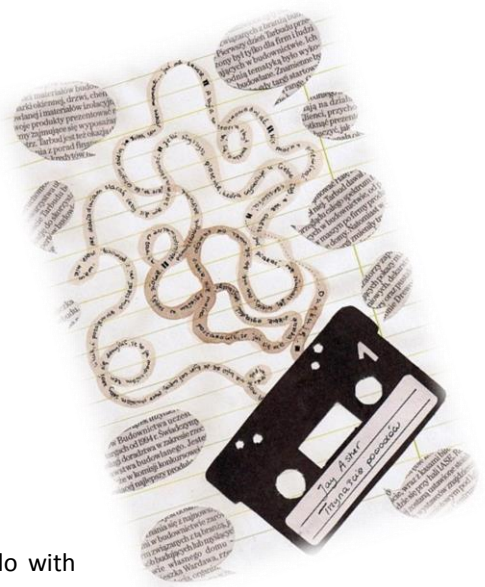Describe the mood of the main character.

- He is surprised and weirded out. At one point, Clay doesn't want to listen to the tapes and thinks this is a sick joke.
- Various emotions are possible.

What do you think happened to Hannah?

- Personal answers of the pupils.

What do you think is on the tapes?

- Pupils can already assume that the tapes have something to do with Hannah Baker.

QUESTIONS CASSETTE 1: SIDE A

What is your initial reaction to learning the reason of Hannah's death?

- Personal answers of the pupils.

Who is the first one on the list? Shortly state why.

- Justin is the first one on the list. He spread a rumour about Hannah's first kiss. He was Hannah's first kiss, but he exaggerated and caused a dirty rumour to spread.
- It's the first thing that gets all the other things going.

What do you think Clay's relationship with Hannah is?

- He does seem to know her, but not that well. It can be assumed that they are acquaintances.

Do you think Tony has something to do with the tapes?

- Personal answer of the pupils.

QUESTIONS CASSETTE 1: SIDE B

Why was Alex on the list?

- He made a list of who is hot and who is not in freshman year. Hannah got "best ass", making it an assumption for everyone that Alex got to touch it. This establishes Hannah's reputation of being easy. A reputation that Justin started with the rumour about their first kiss.

Why do you think Jessica is the next one on the tapes?

- Personal answers of the pupils.
- Jessica, Alex and Hannah were friends. Pupils can assume that Hannah and Jessica got in a fight and something worse happened for her to be on the list.

QUESTIONS CASSETTE 2: SIDE A

What do you think Mr. Porter had to do with Hannah's death?

- Personal answers of the pupils.
- Mr. Porter is described by Clay as the guidance teacher. Observant pupils might notice this. A guidance teacher is the person you go to when you need help. A conclusion could be: Mr. Porter didn't guide Hannah well enough.

What was the rumour about Hannah and Alex?

- He got together with Hannah while Jessica was still dating Alex. They did some things which made Alex put her on the hot/not list.

Why did it upset Jessica so much?

- Hannah got mad at Jessica for believing the rumour and said that she should believe whatever she wanted. This made Jessica think that Hannah confessed to the rumour.

QUESTIONS CASSETTE 2: SIDE B

Hannah talks about electives. Look up this word. What is it? What does it mean?

- Wikipedia definition: "*In higher education in Canada and the United States, a course is a unit of teaching that typically lasts one academic term, is led by one or more instructors and has a fixed roster of students. It is usually an individual subject. Students may receive a grade and academic credit after completion of the course.*"
- It's a subject you can choose at school. You take it out of interest and not everybody does the same elective. It's comparable with the seminars some schools have.

How does Hannah feel after discovering who the Peeping Tom was?

- A different ray of emotions is possible here. She didn't feel safe in her own house anymore. She also felt like she wasn't safe anywhere. School and home felt like places where she was always watched.

The ending of this chapter gives a clue as to who's next. Explain.

- Clay finds a picture of Hannah with a girl, Courtney Crimsen. She looks very uncomfortable in the picture. This might have something to do with one of the tapes.

QUESTIONS CASSETTE 3: SIDE A

Why did Courtney want to go to a party with Hannah?

- She needed a ride and Hannah seemed like a suitable option.

In America being valedictorian is very important. What is valedictorian and why is it important?

- The valedictorian is the best student who graduates in high school or college that year. It's the student with the best grades. He or she has to do a speech and is looked upon.

Skye will make a reappearance in the story. What do you think her role in this story is?

- Personal answers of the pupils.

How did Hannah make it clear to Courtney what she thought?

- Courtney revealed the Peeping Tom with the help of Courtney. She makes it clear that Courtney only used her to get to the party by letting her take a picture by the Peeping Tom. Courtney protests at first, but Hannah confronts her with the truth and Courtney has to save her reputation as nice girl.

QUESTIONS CASSETTE 3: SIDE B

Something changes in Hannah's view during this chapter. When does it happen and what is it?

- She lost her feeling of security in this chapter. It happens at the end of the chapter, when she explains about the harassment she went through in Rosie's.

You find out about a new connection between Hannah and Clay. What is it?

- They worked together in the cinema during the summer. They used to talk during shifts and Clay was in love with her.

QUESTIONS CASSETTE 4: SIDE A

What happened in Hannah's favourite class? (Name the class as well.)

-   Peer communications was Hannah's favourite subject. It was the only class she felt safe in anymore. This feeling of security disappeared in this chapter.

Why did Zach do that?

-   Pupils in Peer communications wrote each other notes of encouragement. Zach started emptying Hannah's bag so it looked like she never received any notes.

How do you feel about the way the discussion of suicide went?

-   Personal answers of the pupils.

QUESTIONS CASSETTE 4: SIDE B

How does Clay feel at the end of this chapter?

-   He felt angry and frustrated. Many bad emotions are okay here.

What did Ryan do that hurt Hannah so much?

-   He and Hannah shared and talked about their poems together. Hannah showed him one of her better poems about not feeling okay anymore. Ryan published this in his column of the school paper and Hannah got ridiculed for writing the poem.

QUESTIONS CASSETTE 5: SIDE A

Did you expect Tony's part in this story?

-   Personal answers of the pupils.

What did you expect of Clay's tape?

-   Personal answers of the pupils.

How would you describe the feeling Clay has?

-   He feels really bad and wished he knew about Hannah's problems. He had liked Hannah for a long time, but never tried to talk to her because of the (bad) reputation others made for her. If he had known about her problems, he would have helped her. He also left after he had a really weird fight with Hannah. He thinks that if he had known, he wouldn't have left.

QUESTIONS CASSETTE 5: SIDE B

Did you suspect who the boy was that left the girl in the room with Hannah?

-   Because Hannah says this boy is returning to the tapes, it's assumed that the boy is Justin.

What happened to the girl?

-   This girl gets raped by Justin's friend.

Predict what Tony's place is in this story.

- Personal answers of the pupils.

QUESTIONS CASSETTE 6: SIDE A

What connection do Hannah and Clay have regarding the accident Jenny caused?

- Hannah was with Jenny, who caused the accident to happen. Clay saw the accident.

How did Jenny's accident cause another accident to happen?

- Jenny ran over a stop sign and hid it at the side of the road. She refused to call the cops about the broken stop sign. Because there was no stop sign, the other accident happened.

What connection does Hannah, unknowingly, have with the old man from the accident?

- The old man lives in the house Hannah previously lived in.

QUESTIONS CASSETTE 6: SIDE B

Do you understand Hannah's reaction?

- Personal answers of the pupils.

How do you feel about this chapter?

- Personal answers of the pupils.

QUESTIONS CASSETTE 7: SIDE A

How did you expect Mr. Porter to react out to Hannah?

- Personal answers of the pupils.

Was your expectation met?

- Personal answers of the pupils.

QUESTIONS CASSETTE 7: SIDE B + THE NEXT DAY

Why did you think Hannah only said "thank you" on the last tape?

- Personal answers of the pupils.
- It can be assumed that she said this to thank people for listening to her story, hoping they stopped believing the rumours.

Why does Skye reappear?

- Clay sees her in the hallway at school, the day after he finishes the tapes.

What do you think Clay's plan is with Skye?

- Personal answers of the pupils.

How do you feel after reading this book?

- Personal answers of the pupils.

WORKSHEET PAPER TOWNS
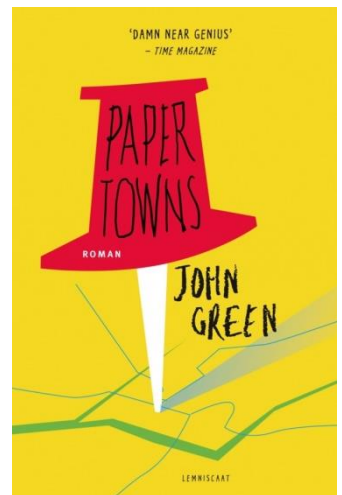
1. General assignment

- Describe the main characters of *Paper Towns*.
- Summarize the plot.
- Describe the relationship between the two main characters.
- Do the main characters go through a change throughout the storyline?
- Which topics are discussed in this book? (*Ex. depression, suicide, romance…*)

2. Creative assignment

What ifs. We all know them. For this assignment you can pull out your best "what if". You might have some questions about the ending of this novel. Now you get to challenge those questions and rewrite the ending. Maybe you wanted something else to happen. Well now it's possible!

Rewrite the ending of *Paper Towns*. The minimum word count for this assignment is **1000** words.

That's not everything. As a second part of the creative assignment, I want you to **remake the novel's cover**. You interpreted the novel in a certain way. Put this interpretation in your version of the cover. Come up with something that you think expresses the novel best!

3. Deadline

The general assignment and the material for the creative assignment will be handed in on … / … / …

CORRECTION GENERAL ASSIGMENT
PAPER TOWNS

1. General assignment

- *Describe the main characters of* Paper Towns*.*

Quentin

⇨ Quentin is the main character of this novel. He has a strange relationship with his neighbour Margo. He is a very calm and easy guy. Quentin is described as someone with not many, but very good, friends. In the novel he gets obsessed with finding Margo, who disappeared. He drags his friends along to find her and even develops a big crush on her.

Margo

⇨ Margo is the inspiration for the book title. She is the one who proclaims that the town she lives in is a paper town. Nothing feels real and everything stays the same. There are certain patterns that will always be followed. She is an eccentric person who keeps on surprising the people around her. There are a lot of rumours about Margo as well. She's known to do everything her own way and doing as she pleases.

Ben

⇨ Ben is Quentin's best friend. He is one of the people who helps Quentin in his search for Margo. Ben is in the school's band and is portrayed as superficial in the beginning of the novel. Ben's character grows and he seems more grown up. Ben doesn't approve of Quentin's obsession with Margo.

Marcus

⇨ Marcus is referred to as 'Radar' in this novel. He is Quentin's other best friend. A very weird fact about Marcus is that his parents own a large amount of black Santas. He is teased about this throughout the whole novel. Marcus is one of the first and only people who criticizes Quentin's obsession with Margo. He thinks it's very unhealthy and finds that Quentin jumps to conclusions too much. In the end he still helps him find Margo.

Laney

⇨ Laney is one of Margo's closest friends. Their friendship has something strange. Laney criticizes a lot of Margo's actions and Margo doesn't treat Laney much

better. However, Laney becomes concerned when Margo disappears however. She helps Quentin and his friends in their search for Margo. She even becomes Ben's girlfriend in the process.

- *Summarize the plot.*

Paper towns is a novel that takes place in Jefferson Park, Orlando. The writer, John Green, opted for a fictional town. The novel starts with a flashback to Quentin's childhood. Back then he was friends with his neighbour Margo Roth Spiegelman. One day they found a dead body in the park. After this their playdates gradually stopped.

This changes when Margo breaks into Quentin's bedroom one night during high school. Margo is quite the rebel and she convinces Quentin to come out with her. She was plotting her revenge and wants to execute it tonight. Quentin eventually agrees.

The night is a series of visits to people that Margo wants to take revenge on. They start with her ex-boyfriend who cheated on her and they end with the school bully Chuck Parson. Margo also confines in Quentin about how she feels about their town. She thinks it's a paper town, it consists of nothing. There is nothing in this town that truly matters to Margo and she wants to leave at once.

It's close to morning when Margo and Quentin part to sleep and go to school a few hours later. Quentin hopes to see a change at school and hopes to now have Margo as his friend as well. He would love to have her as a friend or even more than that. But when he arrives at school, Margo is nowhere to be found. It becomes clear that she's missing. Her parents don't worry about this as much as they should, mostly because Margo has a habit of running away and returning sometime later.

Not long after Margo's disappearing act, Quentin starts to find clues of Margo. He thinks she left these for him so that he could figure out where she's hiding. Quentin gets his friends, and one friend of Margo, to help him find her. Finally they have an idea as to where Margo is hiding.

Eventually Margo is found in an old barn somewhere in a small town. She isn't happy to see Quentin and his friends, claiming she never wanted to be found. Quentin's friends get mad and leave right away. Quentin stays and talks things over with Margo. She tells him she isn't planning on returning to Jefferson and wants to leave for New York City. Quentin wants to come with her, but he has to go to his own graduation later on that day.

The ending of the novel implies that Margo and Quentin will part and go their separate ways, but that they will reunite once again in the future.

- *Describe the relationship between the two main characters.*

Margo and Quentin have a special relationship that started early on in their life. They used to be playmates, but this ended when they found a dead guy in a park. They still see each other in school, but don't communicate on the same level anymore. At the beginning of the novel it's revealed that Quentin still cares for Margo and wonders what she's up to. He finds her persona very interesting.

One night Margo appears in Quentin's room and everything changes. They experience a night as close friends, telling and giving a lot of each other. Quentin feels like this will change everything on the long run. However Margo is missing the next day. Quentin can't let go of Margo that easily and feels like there is more between them.

At the end of the novel it is revealed that the two are attracted to each other, but both have different views about the future. The rest of their relationship and future is left wide open by the author, because he ends the novel with their promise to rekindle again.

- *Do the main characters go through a change throughout the storyline?*

Requires personal answers from the pupils. You can discuss the changes in Quentin's friends and the transformation that Laney goes through. She gets less superficial and more of a help throughout the book. Quentin and Margo remain the same.

- *Which topics are discussed in this book? (Ex.* depression, suicide, romance…*)*

There are many topics that are discussed in this novel. Mainly romance and running away from home. Some pupils might find other interesting topics that caught their eye (i.e. delusion, friendship…)