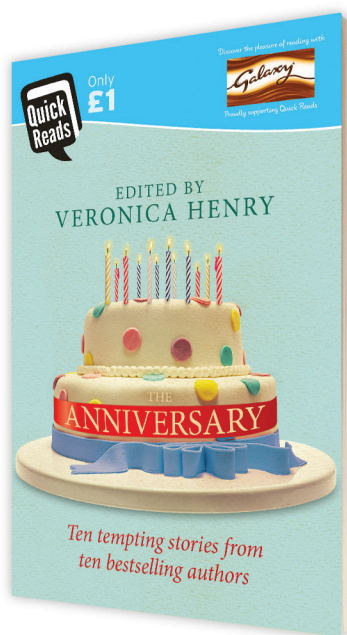




Learning with Quick Reads

Bite-sized books by bestselling authors

The Anniversary edited by Veronica Henry



About the book

From family secrets to unlikely romance, from wartime tragedy to ghostly messages, *The Anniversary* is a wonderful collection of short stories from some of the best writers around to celebrate 10 years of Quick Reads.

This collection of short stories includes

The Other Half by Fanny Blake

Moment of Glory by Elizabeth Buchan

Birthday Secrets by Rowan Coleman

Truth is Stranger than Fiction by Jenny Colgan

May Day by Philippa Gregory

A Walk Outside by Matt Haig

Love Me Tender by Veronica Henry

The Promise by Andy McNab

The Crater by Richard Madeley

The Gospel According to Judas by John O'Farrell

And some delicious anniversary recipes by the Hairy Bikers.

To find out more about Quick Reads titles, visit www.readingagency.org.uk/quickreads.

If you are a teacher, librarian or practitioner using Quick Reads, read our 'notes for practitioners' section.

Tweet us @quick_reads #GalaxyQuickReads



Here is a range of activities to try as you read the book. See the key at the bottom of the page to explain the symbols we've used.

Before reading *The Anniversary*



- Look at the front cover. What kind of anniversary celebration does this remind you of?
- What kind of anniversaries have you celebrated? How many can you think of?
- Are anniversaries always happy occasions?



- These ten stories are to celebrate the 10th anniversary of Quick Reads. What do you know about Quick Reads?
Read the blurb about Quick Reads and the back of this book, look at the Quick Reads section on The Reading Agency website and/or talk to a librarian to find out as much as you can about Quick Reads and its aims.
- Read through the information about the ten authors starting on the 2nd printed page. Which author or authors most interest you? Why?
- Flick through the book to look at the titles of the ten stories
Which title appeals to you the most? And the least? Explain or think about why.
Do you think you can tell something about a story from its title? Why or why not?

After reading the book...

These are some questions to think about individually or as a group

- Which is your favourite story and why?
- Which is your least favourite and why?
- Write your own story about a memorable anniversary in your life.
- How is reading a story different from reading a novel or longer text?

KEY



Reading



Discussion/reflection



Writing



ICT



Maths



Explore

Before reading *The Other Half* by Fanny Blake



- What does 'the other half' make you think of?
- What do you think this story is about?

After you read



- What does 'the other half' mean in this story?
- Have you ever felt envious of someone else's life? And has anything ever happened to make you change your mind?
Do you think there are people envious of your life? What makes you think so?
- On the last page of the story, Josie thinks "This was where she belonged." Have you ever felt this? Where? When?



- Write a sequel to this story. What happens next?

Before you read *Moment of Glory* by Elizabeth Buchan



- This is a story set in England in 1954.
- What was England like then? Do some *research*: use the internet, visit a museum or library, or ask someone to try to find out. Make notes of the information you gather.
- This is also the story of a woman looking in the mirror in 1954 and remembering her life in 1943. What would she be remembering? What do you know about England in 1943? What was happening? As before, do some research and find out.

After you read



- How could you describe that this story is about?
Summarize this story in only three sentences.
Now find one sentence in the story that sums up for you what it is all about.
Share your summary and chosen sentence with others. Compare.



- On page 19 she thinks about how ten years have passed. Think back to your life ten years ago. How similar or different was it? How much can change in a life in 10 years?



- Write a letter to the person you were ten years ago.



- Find out how to use Morse Code. Communicate the title of this story in Morse Code.

KEY

Before you read *Birthday Secrets* by Rowen Coleman



- What kind of secrets do you think this story is about?
- Does everyone have secrets?

After you read



- How old was the father when his son turned 16?



- Did anything surprise you about this story?
What surprised you the most? Why?
- Did you suspect that the mother sent the card? If so, when? If not, look back and see if there were any clues left for us.
- Who is your favourite character in this story and why?
- If you got a card through the post saying 'Stop Keeping Secrets - they always come out in the end,' what would you do?
- In your experience, *do* secrets always come out in the end?

Before you read *Truth is Stranger Than Fiction* by Jenny Colgan



- Have you heard this expression before? What does it mean?
Is it true? Can you think of any examples?

After you read



- What is a diamond wedding anniversary?
Do you know anyone who has been married or together for that long?



- On page 33, why does the narrator get so emotional seeing when she sees the older couple holding hands?
- Describe the couple.
- Describe the narrator.
- In your own words, tell the story of Mr and Mrs Morris.
- What is happening at the end of the story?
What do you think will happen next?

KEY



- Imagine you are the narrator. Write a text or email to Joe telling him how you feel.



- What do you know about the French resistance in the Second World War? Use the internet, your library, talk to people or try to find a film or TV programme that will tell you a bit more about the French resistance.



- Which other stories in this collection involve this same time period (and the same war?). How are these stories similar? And how different?

Before you read *May Day* by Philippa Gregory



- Go back to the information about author in the first few printed pages of the book.
- What kind of books is Philippa Gregory famous for writing?

After you read



- Who is the king in this story?
Read through the story again and then use a library or the internet to gather as much information as you can about this king and his wives.
Present this information to others.
- Go back and find where the story mentions Saint Tryphine. What can you gather about Saint Tryphine from this story?
Use a library, talk to others or use the internet to see what else you can find out about Saint Tryphine and/or the 'Bluebeard' legend.
Present what you have found to others or think about why Saint Tryphine is so important in this story.



- What is Katherine Parr's crime in this story?
- And what does she do to save herself?
What would you have done?
- Is the danger faced by Katherine Parr in this story a danger shared by many other women? Why or why not?
- If Saint Tryphine could see the world we live in today, would she feel her dream for "a better world for our daughters" (p. 52) had been achieved? Why or why not?

KEY

Before you read *A Walk Outside* by Matt Haig



- Do you like going for walks?
Do you have favourite places to walk?
How would you feel if you could no longer go for walks?

After you read



- Try to find out more about Stuart's condition. Talk to others, use the internet or ask at a library.



- On page 61 we read that Stuart is again able to ignore "the little invisible terrors of the world". What are "the little invisible terrors" of your world?
Write a poem, a song or a letter about your "little invisible terrors."

Before you read *Love me Tender* by Veronica Henry



- Do you know the song 'Love Me Tender'? Listen to it, sing it, or ask someone to sing it to you.
- This is one of Elvis Presley's most popular songs. Why do you think it was so popular?

After you read



- What do we know about Dave? What we do know about 'Marilyn'?
Read back through the story and make a list of everything we learn about them both.
- What do you think is going to happen next and why?

KEY



Before you read *The Crater* by Richard Madeley



- What is a 'crater'?
What could this story be about?

After you read



- In your own words either tell or write the main points or events of this story.



- Who is Elsa Greenford?



- See what you can find out about any World War Two bomb damage in or near where you live.
Take notes and share what you find with others.

Before you read *The Promise* by Andy McNab



- What promises have you made?
Have you kept them?

After you read



- Why is 'the promise' such an important part of this story?
- Will they all keep the promise this time, or not? Why do you think so?

KEY



Before you read *The Gospel According to Judas* by John O'Farrell



- Who was Judas?
- What are the Gospels and what story do they tell?
- Is there a Gospel According to Judas?

After you read



- Describe Judas as he appears in this story.
What is he like?
- Go back and choose some words or phrases that give us a sense of the personality of this Judas.
- How did you feel reading this?
Do you know anyone who may feel uncomfortable reading this? Why might they feel this way?

Before you read *Anniversary Recipes* from the Hairy Bikers



- Do you often read recipes? If so, where do you find them?
- Do you ever write down your recipes? When? Why? For whom?



- Have you ever seen The Hairy Bikers on television? See if you can find a picture of them (you may find one on one of their cookbooks). Do they look like 'typical' cooks? Why or why not?

After you read



- As you read these four recipes, were there any ingredients that you didn't know?
If so, use the internet to look them up, or ask someone to explain them to you.
- If you can, try out one of these recipes. How does it taste?
- What sort of anniversary celebration would you serve each dish at?



- Talk or think about what you like to cook for special occasions like anniversaries.
- Choose one dish, and write it up as a recipe, using The Hairy Bikers recipes as models.
- If you are in a class, put all your recipes together to make one group cookbook. Try out each other's recipes.

KEY

- If you are working alone, think of someone who might like your recipe and send it to them.

OR

- Go back and think about the different types of anniversaries captured in the ten stories in this book. Imagine what you would cook for each one. Write down your recipes (using The Hairy Bikers recipes as models) to make your own *Quick Reads 10th Anniversary Cookbook*.

Continuing your reading journey

As well as Quick Reads, The Reading Agency runs lots of programmes to help keep you reading.

Reading Ahead invites you to pick six reads and record your reading in a diary in order to get a certificate. If you're thinking about improving your reading or would like to read more, then this is for you. Find out more at www.readingahead.org.uk

World Book Night is an annual celebration of reading and books on 23 April, which sees passionate volunteers give out books in their communities to share their love of reading. Find out more at worldbooknight.org

Reading together with a child will help them to develop a lifelong love of reading. Our **Chatterbooks** children's reading groups and **Summer Reading Challenge** inspire children to read more and share the books they love. Find out more at www.readingagency.org.uk/children

KEY

Notes for practitioners

These resources have been designed for those reading Quick Reads independently, as well as for those using Quick Reads in a group.

As practitioners, you could therefore refer your students to these resources as independent study material, or use them with groups in the classroom. We have included activities focussed on discussion and reflection, close reading, writing, ICT, maths and other ways to explore a topic or theme.

Quick Reads have been created specifically for adults who are less confident in their reading, who may not see themselves as readers or who may feel that it has been a long time since they have read. They will also appeal to younger people who feel daunted by reading their first book. Quick Reads, and these materials, aim to develop lifelong reading habits.

In the terms of the English Adult Literacy Core Curriculum levels, Quick Reads are often seen as suitable for those at Entry 3, Level 1 or Level 2. Adult literacy or functional skills English learners below Entry 3 are likely to find them too challenging (as may some Entry 3 learners), but everyone is different, so it is always worth having a look.

ESOL learners - those learning or developing their English as an additional language - often find Quick Reads a helpful introduction to reading books in English and a useful way to develop vocabulary and awareness of language structures. Quick Reads are frequently used by ESOL teachers teaching at Entry 3 or above. What works with individual learners will depend on the learners and the particular books.

Quick Reads could potentially be used with a range of groups and levels, depending of course on how you use them. It is worth remembering that Quick Reads are authentic texts - real books written by real authors - and so can be particularly motivating for adult learners. However, the needs, strengths and interests between and within groups vary (whether your group is a Functional Skills English class, an adult literacy class, a GCSE class or an ESOL class) and so at times you may want to adjust the language, as well as adapt and play around with the ideas. You may find that you prefer some activities to others and that you will want to rework them for your particular group(s) and context(s).

We hope that if you do use these with your students, you try things out that you haven't tried before, and let us - and your colleagues - know what worked well and not so well.

Email us at quickreads@readingagency.org.uk

To find out more about **Quick Reads**, visit www.readingagency.org.uk/quickreads

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