

Two Worlds Helen Everett-Camplin

Aims

- To make students interested in the book.
- To encourage students to think about the issue of immigration.

Pre-reading Activities

- 1 Tell students the title of the book – *Two Worlds* – and tell them it is a human-interest story. Discuss what we mean by ‘human interest’ (a book about people and relationships). Students now read Extract 1, which is the blurb from the back of the book. Students make a list of adjectives which might describe the book. Feedback to the whole class.

Possible answers: Shocking, exciting, disturbing, interesting, informative etc.

- 2 Ask students to read Extract 2. Tell them it is the words of Trevor Baynham, the journalist in the story. Elicit what skills and qualities students think a successful journalist should have.

Possible answers: A good writer, able to say a lot in a short amount of words, having a good knowledge and curiosity about a wide range of subjects, a good speaker, confident etc.

Now ask them to say what they think the best and the worst thing about being a journalist would be. Ask *Would you want to be a journalist? Why? Why not?*

- 3 Working in pairs, students discuss Extract 2. How do they think the people Trevor Baynham talks about might feel about having to live in England? And how do they think the people in their new country might feel about them? Feedback to the whole class.
- 4 Ask students to talk to a partner about what good friends are important to them.

Possible answers: They have the same interests, they laugh at the same things, they share things with you, they listen to your dreams, they make you feel better when you’re sad etc.

Students now read Extract 3. Tell them it is about a friendship between Safi and Zoë. Ask students to dramatise this scene, i.e. to write the dialogue

between Safi and Zoë. They should try to show what good friends the girls are in their writing. Students act out their finished scenes with one taking the part of Safi and the other Zoë.

- 5 Now ask students to read Extract 4. Ask *What has changed in the friendship between Safi and Zoë? Why?*

Suggested answers: Zoë does not want to be Safi’s friend any more – most likely she is afraid to be her friend any more because of people’s attitudes to her and her family.

Students now write a short monologue showing us Zoë’s thoughts and feelings during Extract 4. Afterwards, students share these in pairs and then feedback to the whole class.

- 6 Ask students to look at Illustrations 1 and 2 and to write a caption for both of them – something that captures what they think is the mood of each illustration. Share these with the whole class.

Now ask students to read Extract 5, which is a list of people in *Two Worlds*. Elicit who the students think the people in the illustrations are and what is happening. Write their suggestions up on the board. Ask students to choose one of the illustrations and to write a letter, an email or a diary entry to one of the characters in Extract 5 about what is happening in the illustrations. Share these pieces of writing with a partner or the whole class.

- 7 Tell students that in *Two Worlds* Trevor, Safi, Freddie and Maya meet during the story. Elicit suggestions for how this might happen and how these meetings affect them all.
- 8 Ask students to read Extracts 6 and 7. Elicit who they think is talking and discuss briefly what is happening in the two extracts.

Now ask students to choose one of the extracts. Place students who have chosen the same extract in pairs or small groups and ask them to talk about what they think happens after the extract. If time allows, they could then write up their thoughts as a play, using just dialogue, as a piece of prose or as an email or diary entry. Feedback to the whole class.

9 Ask students to read the poem in Extract 8. Discuss briefly, drawing attention to the poem's theme and construction, e.g. the repetition of certain phrases and how the poem rhymes.

Suggested answers: Each verse has five lines. The second and third lines rhyme with each other, as do the fourth and fifth. Each verse begins with the phrase *I'm caught between two worlds*.

Now ask students to write three further verses for the poem. They should include the phrases *Happy and Sad*, *Sunshine and Rain* and *Old and New*.

10 Ask students for suggestions for a cover for the book. (NOTE: Try not to show them the actual cover as this might affect their ideas.) Students could make a 'mock up' of their chosen cover using drawings or pictures from the Internet if IT is available.

Stick the mock up covers up and give each student the opportunity to talk about their idea. Now ask students to vote for their favourite cover. (NOTE: They should not vote for their own work.)

Post-reading Activities _____

- 1 Elicit students' opinions on the book cover. Do they think it suits the book? Or do they prefer one of their own designs?
- 2 Ask students to write the following phrase at the top of a piece of paper: *Since reading Two Worlds I think immigration is ...* Now ask students to continue writing. Feedback to the whole class or in small groups.
- 3 Students choose one of the characters from the book and take turns to answer questions as if they are that character. Students asking questions should act as journalists gaining information to write an article.
- 4 Ask students to imagine that a film is to be made of *Two Worlds*. Ask them to choose some scenes from the book to make a trailer for the film.

Extract 1 _____

Mum and Dad are frightened. I can see it in their eyes. They've packed a suitcase and they keep it by the kitchen door.

Journalist Trevor Baynham presents Safi, Freddie and Maya: three young people who all leave their home countries for different reasons. Through diaries, emails, news reports and more, we learn about their lives in their home countries and their experience in their new worlds.

Extract 2 _____

They have to move from their countries. Some have lost their homes. Some have lost their families. Some have to leave because of war. Some have to leave because of natural disasters. Some have paid people lots of money to travel to another country for a better life but found a much worse one instead. There are so many reasons why people have to move from one world to another. They move from somewhere they feel at home to somewhere they feel they don't belong. They leave behind friends and loving families, and move to a land full of strangers. In other words, they move from a world they know very well to one they don't know at all: two worlds.

Extract 3 _____

Last night Mum and Dad went to a party, so I stayed at Zoë's house for the night. We listened to music in her bedroom and talked about what we were going to do when we were older. Zoë said she was going to be a singer. I said I'd write songs for her so we could both be rich and famous! We got really excited as we talked about what we'd wear, how much money we'd earn and where we'd live. We decided we're going to live together in an expensive flat and have one big bedroom each and a huge room for all our clothes and shoes.

Extract 4 _____

On the way home some of the boys from my class started shouting at me and some other children. They followed us home and threw stones at us. Zoë was with me when they started, but suddenly she ran away. I thought she'd gone home, but I saw her later when I went to the shops. She was standing with the same boys who had thrown the stones. I thought she must have been angry with them for hurting me, so I went to tell her not to worry.

Then, as I got closer, I saw that she was laughing and joking with them. When she saw me, she stopped laughing and we both just looked at each other as if the rest of the world wasn't there. I had a funny feeling in my stomach. I don't know why. Maybe it was the strange look in her eyes – a bit frightened, a little confused and very sad. I opened my mouth to say something, but she just turned and walked away with the boys! Why did she go with them and not stop to talk to me?

Extract 5 _____

Trevor Baynham: a journalist

Safi: a schoolgirl who enjoys writing

Jay: Safi's older brother

Zoë: Safi's best friend

Freddie: a young boy who is good at football

Lucy: Freddie's cousin

Mr Crane: a football agent

Maya: a student who wants to be a teacher

Maya's father: a businessman

Janice Tucker: Maya's ex-teacher in her home country

David Morgan: Maya's teaching supervisor in England

Extract 6 _____

I came to England illegally ten days ago.

I came in the back of a lorry. I would never have done it on my own, but some older boys helped me. We climbed into the lorry when the driver wasn't looking, then we hid behind some boxes. We had to stay as quiet as possible and hope that the police wouldn't check the back of the lorry. I was so afraid I thought I was going to be sick. Each time the lorry stopped moving, my heart was going so quickly I could hear it banging in my head. But nobody found us, not even when we finally arrived. It was dark and easy just to jump out of the lorry. Then we all ran away as fast as we could.

Extract 7 _____

My dad's coming to see me in a few weeks' time. I never thought he'd visit me here in England. Flights are so expensive and he doesn't usually have the time.

I don't know how to tell him what I've done. I know he'll be very disappointed that I want to be a teacher and not a businesswoman. And I'm sure that he'll be extremely angry that I've changed courses without telling him. I haven't lied to him, though. Not really. I just haven't told him the truth. Is that the same as lying? I suppose it is.

Extract 8 _____

I'm caught between two worlds

Then and Now

I don't know how

I moved from living there

To feeling lonely here

I'm caught between two worlds

Safe and Lost

I paid the cost

Of leaving loved ones there

And meeting stranger here

My notes _____

Illustration 1 _____

My notes _____



Illustration 2 _____

