

Different Worlds

Aims

- To stimulate students to read the book.
- To introduce students to the language of the five senses.

- 1 Ask students to name the five senses (teach these if necessary). Next, ask them to read the blurb for *Different Worlds* (Extract 1, on the next page). What sense is *Different Worlds* mainly about? (hearing)
- 2 Ask students to name their favourite sense. They should then list reasons why this sense is so important to them. What can they do because of this sense?
Example answer: Sight is the most important sense because I can look at my children/family, I can see when I drive, I can watch my favourite films, etc.
Students report back to the whole class.
- 3 Tell students that *Different Worlds* is about Sam, a deaf teenager in love with a boy who can hear, and that the following exercises will show them what difficulties the couple might experience when trying to communicate with each other. Ask students to make a list of ten things that make a noise (they should keep these lists to themselves). Working in pairs, they should then take turns to convey to their partner five of the things from their list using only mime, gestures and signing. The other person has to guess what is being mimed. Next, this time using speech, they should take turns to try to describe what sounds the remainder of the objects on their list make. Once again, the partner tries to guess what is being described. (Note that these tasks are intended to be difficult!)
- 4 Ask students to look at Extract 2. Working in pairs, get them to discuss what Sam has found out about the young man she is watching in this passage. Next, ask the class which senses are being used (mostly sight and hearing, although the young man is also touching and probably smelling the fruit and flowers).
- 5 In Chapter 5, Sam tells the reader that sometimes when people find out she's deaf, they're very careful with her, and she feels like an expensive piece of glass. Ask students to discuss what she means by this.

- 6 Ask students to read the Chapter Summaries. Pre-teach some of the vocabulary, e.g. vibration, snowball, asks her out, go out together, get to know each other). Allocate a chapter to each student or divide the class into eleven pairs or teams, depending on numbers. Each team must memorise their title heading and summary. Next ask them to say their title heading and summary to the class in order. Ask students which chapters are the most important for the story.
- 7 Working in small groups and using the same title headings, ask students to change the story of *Different Worlds* from a romance to either a murder mystery story or a science fiction story. They should begin by brainstorming ideas, and then write down a story outline to share with the whole class.
- 8 Give students a limited amount of time, say five minutes, to think of an alternative title for the book. Students could then vote for their favourite title or the tutor could act as judge. If available, a copy of *Different Worlds* could be awarded as a prize.
- 9 If you have a set of the books give them out and ask the class to start reading.

Optional extra: Divide the class into two teams. Tell the members of Team A to think of something that makes a sound and to write it on a card (these cards should be kept hidden for now). Line the two teams up opposite each other in the room. The members of Team A should take it in turns to show their cards and shout out the word they have written. Members of Team B should shout out an appropriate sound to go with the word. (So if the word is 'gun', an appropriate sound might be 'bang'.) The first one to shout out an appropriate sound runs across the room to join Team A. The game continues until all members of Team B have joined Team A.

Different Worlds

Extract 1

'In my world there are no birds singing. There are no noisy men working on the roads. No people leaving bars late at night shouting at each other. No babies crying.'

Sam is like any other teenage girl except that she was born deaf. Now she is in love with Jim, but are their worlds too different?

Extract 2

The first time I saw him, he was standing in front of the shop across the road from our house. He was putting apples and oranges onto the table outside the shop and his black hair had blue lights in it from the sun.

I watched him from my bedroom window, and I smiled at how carefully he was putting the fruit onto the table. He was like an artist, not a shop assistant. Then, as I watched, a big motorbike went up the street. The young man looked up and smiled as he watched it go past. I *saw* the motorbike go past, but he *heard* it first, *then* saw it.

After the motorbike was gone, he went back to his fruit. But then a small girl fell off her bicycle close to the shop and he ran to help her. He knew she wanted help because he heard her.

Chapter Summaries

Chapter 1 A hand on a guitar

Sam tells us she was born deaf. She talks about her childhood and how she used to put her hand on her mother's guitar to feel the vibration of the music.

Chapter 2 Shopping

Sam likes a boy who works in the shop across the road from her house, but she is having trouble speaking to him because of her deafness.

Chapter 3 My best friend

Sam tells her friend Ron about the boy and is happy when he says he knows him. Ron invites Sam to a party that night. He says that Jim, the boy Sam likes, will be there.

Chapter 4 The party

Sam and Ron go to the party. Ron and Sam talk together and then Sam goes outside because she is hot in the jumper and jeans she is wearing. Outside it has been snowing and somebody throws a snowball at her.

Chapter 5 Snow fun

It is Jim who is throwing the snowballs. They have a snowball fight and then Sam tells him she is deaf. Jim is at the party with a girl in a red dress who Sam doesn't know.

Chapter 6 Spring cleaning

Next weekend, Sam and her mum are cleaning the house. Sam goes over to the shop to buy some window cleaner and Jim asks her out.

Chapter 7 A new boyfriend

Sam and Jim go out together. They have a good time and get to know each other.

Chapter 8 The girl in the red dress

Sam meets the girl in the red dress from the party. The girl says Sam isn't right for Jim because he plays music and he needs a girlfriend who can hear music. Sam is sad because Jim didn't tell her this himself.

Chapter 9 Pizza and talking

Jim and Sam talk. Jim says he's sorry he didn't tell Sam about his music. He doesn't think it is a problem that she can't hear. But Sam thinks it is.

Chapter 10 Jim's band

Sam goes to visit Ron in London. When she gets home again she is still sad. Her mum takes her to see Jim who is playing music with his band.

Chapter 11 Happy ever after

When she sees Jim again Sam knows she loves him and wants to be with him. Jim is very happy to see her and helps her to play music with him. She can feel the vibration of the music through her body.