Contents

Introduction 4

Teaching units
Unit 1 Money 6
Unit 2 First impressions 8
Unit 3 Fire 10
Unit 4 Reaching out 12
Unit 5 Time 14
Unit 6 Escaping 16
Unit 7 In the dark 18
Unit 8 Viewpoint 19
Unit 9 Colour 20
Unit 10 The English language 21

Photocopiable pages 22
Student book answers 37
Workbook answers 54

CD track list
1 'What's money' from *Dombey and Son* by Charles Dickens
2 'Beginning in a City, 1948' by James Berry
3 'My First Meeting with Mr Rochester' from *Jane Eyre* by Charlotte Bronte
4 'Fire in the Snow from Roughing it in the Bush' by Susanna Moodie
5 'The Monkey Who Would Be King' by Anthony Horowitz
6 From *The Dinosaur Hunters* by Deborah Cadbury
7 'The Lilac Dress' from *The Dresskeeper* by Mary Naylus
8 'Girl in the Kitchen' by Vaideh
9 'Elephants Escaping Zimbabwe Damage Zambian Crops and Property' report by Michael Durham
10 'In the Mountains' from *Kiss the Dust* by Elizabeth Liard
11 'Mina Harker's Journal' from *Dracula* by Bram Stoker
12 'Darkness' by Byron
13 'The Sniper' by Liam O'Flaherty
14 'Red Diamonds' by Vasundhara Kulkari
15 From *The Iceberg* by Tove Jansson
16 'Lunch in the Canteen' from *Nineteen Eighty-Four* by George Orwell
Before beginning the unit
Read and discuss the opening quote. Ask the students if they have any examples of why this is a good idea? Can they imagine situations where the proverb could solve problems if people thought like that?

Is the glass half full or half empty?
Read and discuss the text. Ask the students what other aspects might affect our opinion of a matter? Offer them a situation from the local or national news and ask them what their opinion is. Then ask them to think of how other people may feel about the same issues.

Writing about point of view
If the students do not have any photos they have taken themselves, the questions could be slightly modified and they could use any other photos; from this book, a magazine, or any other source.

Looking at things in perspective
Before reading the text ask the students cover up the text and just look closely at the painting of The Ambassadors and write their own description of it. Then read the description in the book together. Did the students notice the broken lute string or the skull?

Reading text: ‘History 3’
After reading and discussing the poem, ask the students at which point in the poem conflict could have been avoided? How do they deal with conflict? What about world leaders? Can the students give any good examples of how world leaders deal with conflict situations? Do the students all agree with the way they do it?

Reading text: ‘Geography lesson’
Read and discuss the poem as class. Can the students relate to what the poet has written? Have they experienced anything similar? How would the poet like his words to influence the reader’s view of the world? Is the pen mightier than the sword?

When does a viewpoint become a prejudice or a preconception?
Discuss the difference between the two key words. Ask the students to give examples of prejudice and preconceptions. Read the text and discuss any other unknown vocabulary and the read the poem extract and complete the exercise.

Reading text: News on-line
Read the introduction, title and look closely at the picture. Before reading the article, ask the students what their impression is of this idea. Have they heard of rats being used for medical research? What do they think of the use of the word exploited in the introduction? Get the students to read the article in pairs and make notes of their thoughts and impressions at the end of each paragraph. Share these with the whole class when everyone has finished. Discuss the text together and then work on the Comprehension questions. An outline for writing the report is in the photocopiable pages.