English
An International Approach

A stretching programme for both your native speakers and EAL students

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Greg Baker, Head of English, New English School, Kuwait

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## Course Structure

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**Suitable for MYP**

Part 4 has not been endorsed or recommended by Cambridge International Examinations.

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We send Evaluation Packs anywhere in the world free of charge for 30 days. Each pack contains Student Books, a Teacher Guide and a Workbook.

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**“These books are excellent. Every student is bound to find something to identify with. The grammar is easy for students to follow, and they have super vocabulary building exercises. It’s a great resource for native speakers as well as EAL students.”**

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_Gilly Halfpenny, Head of English, Vienna International School_
A truly international English programme that will help you deliver Cambridge Secondary 1

Recommended by Cambridge, Parts 1–3 build strong foundations for Cambridge IGCSE success

Connect English to thematic, real-life issues

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First Language English for Cambridge IGCSE
Comprehensive and skills-focused, to fully tackle the course and assessment. Find out more on page 5.

“I’m not a fan of textbooks, but my predecessor bought Oxford English: an International Approach. It is working really well and I love it!”

Maureen Forsyth, Head of English, Hanoi International School, Vietnam
What do you think the Chinese proverb above means?

1. What do you think the Chinese proverb above means?
2. What do you think it must be like to have enough food for everyone?
3. Why do you think some people in the world do not have enough to eat?

In ancient Greek mythology, a chimera was a terrifying monster made up of different animal parts. The word is used to describe fantastic creatures of the imagination.

In this unit you will:
* Create a Painting of the Week
* Diary entries
* a poem

**Discussion prompts**
- Discuss the meaning of the following words taken from the extract on this page:
  - emptiness
  - to disconcert
  - urge
  - beastly
  - savage
- Make your own word pool of any other unfamiliar words you come across.

**Glossary**
- Feeding the world 5

**Portrait of the Week**
This picture was painted by the Italian artist Giuseppe Arcimboldo in 1573. He has created something that is part portrait, and part still life painting! How many fruits, vegetables and other foods can you see in it? Read one person’s imaginative description of this painting below. It was written for a series called ‘Portrait of the Week’ in a newspaper.

The world we live in has abundant and varied things for people to eat. There are thousands upon thousands of fruits, vegetables, meats, fish, spices, herbs and grains which humans enjoy eating. Many people work hard to farm the land, tend to livestock and fish the seas, yet the world does not manage to provide enough food for everyone who needs it.

In this unit you will:
- Experience
  - Korea
  - Brazil
  - Malawi
  - French, Italian and Dutch paintings
- Read
  - a Portrait of the Week
  - prose fiction
  - a web advertisement
  - a travel diary
  - a poem
- Create
  - a Painting of the Week
  - diary entries
  - a poem

**Student Book (ages 11–12) Student Books**
that will incite discussion, build critical thinking and strengthen language comprehension

“We have been using Part 1 in our classrooms and have been very impressed with the results. This series is also excellent for teaching MYP classes.”

Margaret Lally, Head of English, St Margaret’s School, Chile

**Truly international content, to stimulate students all over the world**

**Thematic approach helps you develop reflective and open-minded critical thinkers – great for MYP**

**Theme: Feeding the World**

**Feeding the world**

How can we make sure that there is enough food for everyone?

In this unit you will:

- Experience
  - Korea
  - Brazil
  - Malawi
  - French, Italian and Dutch paintings
- Read
  - a Portrait of the Week
  - prose fiction
  - a web advertisement
  - a travel diary
  - a poem
- Create
  - a Painting of the Week
  - diary entries
  - a poem

Student Book (ages 11–12)
Bridge the gap between learning and real-life

The thematic approach relates English to wider global issues, tying together learning.

**Chapter Theme: Communication**

- **Discuss** disability, technology and non-verbal communication
- **Read** an article on Marcel Marceau, an extract from Helen Keller’s autobiography, an encyclopedia entry on Louis Braille, the poem *Touching* by Nissim Ezekiel
- **Experience** Myanmar, Alabama and France
- **Create** a mime performance, a journal entry, a personal account

“The Workbook is a great combination of writing, grammar and vocabulary building activities. It is right at their level, and it incorporates multiple intelligences.”

Kathleen Jasonides, Head of English, American Community School of Athens

**Workbook 1 (ages 11-12)**

**Theme: Feeding the world**

Linked exercises and activities build on the Student Book material, extending comprehension

Varied extension activities stretch your most able students
Teacher Guides – spend more time developing each student

Theme: Being free

Unit focus: Being free

Concisely summarises relevant Student Book material, easing lesson planning

5 Being free

Reading Texts

Opening quotation – from The House of the Dead by Aleksandr Solzhenitsyn

Fiction: extract from If You Are Able by James Wright

AAA One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn

Poetry: by Alois Black and James Tillyard

Archeology – excerpt from In the City of Ashes by Cassandra Jean

Extension activity – extract from relationships from The Hunger Games

Before Beginning the unit

Ask the students what it means to be free. Ask them to note down their ideas before beginning a discussion. Ask them if they have any experiences of what free means. According to their previous knowledge, ideas such as slavery or possession of not may be offered.

Read the introductory text together and check for understanding, before going on to discuss the Talking point. Then ask the students to complete the quotation from the United Nations Declaration of Human Rights. After checking that they have understood what means by a short discussion, ask them to think about whether or not this is really true. If appropriate, ask them to write an reflection about it.

Reading task: If only Papa hadn’t danced

Read the introduction together and talk about how the family might feel after waiting for two days before finally reaching the freedom of a free country. Establish how would they feel in this situation and collect their ideas.

To begin with, read the text to the class. At this point the students should just listen without following the text and concentrate on establishing the main ideas. If they like to draw, they could sketch some pictures to illustrate what they have as this will help some students to focus on the story. At the end ask them about what they have heard and let them share their knowledge and understanding. Then read aloud the text with the students, or ask them read aloud in pairs if their language is strong enough.

After the text has been read and understood, work on the Looking closely activity. Encourage the students to examine the language used, especially the use of similes in the test question. Ask the students to think of other similes to describe the things as people in the story. They should then complete the Comprehension exercises in writing.

Additional activity

Let the students work in pairs and make a time line of the events in the story. They should also add the emotions which the family felt after each event took place. When there have been completed ask the students to write a summary of the story in the own words, something to include the descriptions of emotions which they have noted.

What is it like to be in hiding?

Reading text: Incidents in the Life of a Slave Girl

Ask the students if they know anything about slavery in the southern states of America. Read the introduction together and encourage the students to share their answers. Let them also include how they imagine the happened, and then work out how old they would be in 20 years if they became slaves from today. Encourage them to look closely at the illustration of Harriet and ask them if they can think of extra adjective to describe the kind of person she may be just from her appearance.

Before reading or listening to the text, ask the students to read the first sentence only of each paragraph and then try to describe what the story will be about and what kind of life the Harriet led. Then assign a paragraph to each group of pair. They should read the paragraph carefully together and then think of a title for it. They should also list any words which are new to them.

After they have had enough time to work on each, let them listen to the text without following the text. Before reading together ‘When reading it, take a paragraph at a time and allow the group to put together their ideas and explain why they choose it. They can also help their partners with any new vocabulary. After working through the text together, let the students to write one story before completing the exercises in the book.

Writing a story ending

After reading the text, we learn that Harriet eventually escaped to New York. The students could think about how she might have escaped and what kind of adventures she may had on her way to freedom. Let them write an ending to Harriet’s story and share their ideas in a class discussion if appropriate.

Writing an informal letter

Ask the students to write an informal letter as if they are Harriet and they are writing to her children. Remember she can see her children everyday from her hiding place, but they have no idea that she is free. They can use the information from the story to help them.

Extension reading: Hints of a Dream

If any students have prepared a presentation on England, they could present it to the class now. Read the extract together or listen to it on the CD. Establish whether any of the students have ever read or heard of Hints of a Dream, and if so, gather any information and share with the class. Read the introduction text together before beginning, as this will put the story into context. Discuss the Word origins and complete the Comprehension questions as a class.

Writing from an author’s point of view

Ask the students to create a piece of writing from an author’s point of view. Before they begin to write, students should research and observe an animal to understand how it behaves. It may be that the students choose a family pet to study, or visit a local animal sanctuary for inspiration. If this isn’t possible, students can study animals online, as the internet, or in relevant books to help them with their piece of writing.

Reading texts are accompanied by exercises and activities designed to develop language comprehension

Additional activities help you augment lessons and challenge your high achievers

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Explore key themes in more depth.
Oxford English seamlessly links up with bestselling novels, helping you cover important themes in more detail.

**The Breadwinner**
*Deborah Ellis*

This award-winning tale of courage in war-torn Afghanistan easily extends the Changing Places unit in Student Book 1, which also contains an extract from Ellis’s Mud City. It could also be used by lower-ability 12-13 year-olds alongside the unit on Peace in Student Book 2.

978 019 832980 0 £8.25 Ages 11-12

**Kite Rider**
*Geraldine McCaughrean*

Haoyou embarks on a career in kite riding to save his mother from an awful second marriage, tying into the unit on Flying in Student Book 2. This unit also has an extract from Khaled Hosseini’s *The Kite Runner*, useful for comparing Chinese and Afghan kite traditions.

978 019 832636 6 £8.25 Ages 12-13

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