Oxford English: An International Approach is a series designed for students who have English as a first language or a strong second language. The series uses a theme-based, holistic approach to reading, writing, speaking and listening and provides a unique range of fiction and non-fiction from across the globe.

Learning to reason and think critically is emphasised through the many ethical and moral issues raised. Students will be encouraged to read and write for a purpose and tackle issues of concern. There are many enjoyable student-centred activities designed to build knowledge and confidence and capture student interest.

Oxford English: An International Approach, book 1 includes:
- A truly international approach with literature from around the world
- Extensive support for language development through vocabulary practice, glossaries and toolkits on grammar and language usage
- Word origin boxes, maps and contextual information about many cultures to help students learn about the world in which they live
- A huge range of reading and writing activities with models for student guidance.

Rachel Redford
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How are animals affected by changes in climate?

In this unit you will:

**Experience**
- Canada and the Arctic
- Bangladesh
- Australia
- South Africa

**Read**
- a news article
- a composition
- poetry
- a weather report

**Create**
- a newspaper report
- a poem
- a weather forecast

Scientists fear global warming could drive polar bears to extinction some time this century.

*National Geographic, June 2007*

**News article**

The news article on the next page is about hedgehogs, which are now an endangered species in Britain. A journalist explains how hedgehogs have been affected by unusual weather conditions.

**Talking points**

1. What do you know about climate change?
2. How might the situation of the polar bears be connected with climate change?
3. Discuss other recent news stories about the effects of climate change?
Early Spring Causes Havoc for Hedgehogs

They should be curled up, enjoying a four-month winter sleep. But the warm British winter has tricked thousands of young hedgehogs into thinking that spring is well under way.

Once awake, they are unable to find enough food because their usual diet of snails and insects do not start appearing until later in the year. Weakened and disorientated, many hedgehogs do not survive unless they are found by members of the public and taken to an animal hospital.

Staff at a wildlife hospital near Aylesbury, Buckinghamshire, have reported a surge in the number of the creatures brought in. About 550 hedgehogs have been handed in, compared with 300 over the same period last winter.

Hedgehogs normally hibernate between late December and the middle of April. But many are tricked into coming out of hibernation early by the warm weather, only to be caught out by cold snaps or the lack of food. Traditionally, the creatures are nocturnal, but increasing numbers are being spotted during the daytime in the desperate hunt for food.

‘We have got hedgehogs everywhere,’ said the hospital founder, Les Stocker. ‘There’s nothing for them to eat outside and when they come in they are in real trouble. They will stay with us throughout the winter while we fatten them up before releasing them back into the wild in April when they will have enough energy to forage for food by themselves. It is usually the young hedgehogs which get into trouble because they often don’t have enough fat reserves to survive.’

Hedgehogs are not the only animals to be affected by the unusual weather conditions. Newts, bats and grass snakes, which should all be in hibernation, have been found in distress by members of the public and taken to the rescue hospital. Butterflies and bumblebees that do not usually emerge until spring have been spotted as early as December.

‘This change in temperature is a big problem,’ said Nick Collison, head of conservation policy at the Woodland Trust. ‘Our winters are becoming more topsy-turvy with a particular feature now being very mild periods followed by sudden cold snaps,’ he said.

THE DAILY MAIL, 4 March 2007
Almost all scientists believe that the way human beings live is having an effect on the Earth’s climate. Many different consequences have been suggested, including the loss of particular species of animals and plants, and changes in weather patterns.

**Writing a newspaper article**

Read the fact file about polar bears on page 31. Then use some of the information to create a news story of your own. Use the article about hedgehogs as a model, and begin with a catchy phrase or question. Notice how the writer of the article on hedgehogs has tried to answer certain questions for the reader, such as:

- What is the problem?
- What has caused the problem?
- What evidence is there, and what have experts said?
- What is being done about the problem?

Use these questions and the fact file to write your own newspaper article about how polar bears are affected by climate change.
FACT FILE

• The Arctic's climate is changing and global warming is affecting polar bears.
• The Arctic is experiencing the warmest air temperatures for four centuries.
• Scientists believe Arctic sea ice has decreased by 14% since the 1970s.
• The Polar Bears International website (www.polarbearsinternational.org) states that there are between 20,000 and 25,000 polar bears worldwide. Of these, 60% are in Canada.
• The website explains that the melting ice reduces the areas in which polar bears can hunt for food.
• Canada's western Hudson Bay polar bear population has dropped by 22% since 1987, according to a study by the US Geological Survey and Canadian Wildlife Service.
• Henry Kacprzyk, a Philadelphia zoo curator, has handouts and leaflets ready for visitors to explain how reducing energy use and recycling can cut the greenhouse gas pollution that contributes to global warming.
• Rosa Meehan, who heads the marine mammal programme for the US Fish and Wildlife Service in Alaska, says that cutting greenhouse gas pollution now and in the future will improve the polar bears' long-term outlook.
Comprehension

1. How many polar bears are there in Canada?
2. What danger to polar bears is caused by melting snow?

Analysing the data

Make sure you understand the significance of the information presented in the fact file on page 31. This will help you with your newspaper article.

Draw a pie chart to show the percentage of sea ice that has disappeared in the past 35 years.

How many polar bears from every 1000 have disappeared from western Hudson Bay in Canada since 1987?

Undertake further research to identify further habitats for polar bears. Where else on the map below do polar bears roam?

Map of the Arctic, showing the location of Hudson Bay and the North Pole.
How is climate change affecting the way people live?

Look back on page 14 at the map showing Bangladesh and its river delta. Can you see why the country suffers from frequent floods? Bangladesh is one of the countries in the world most vulnerable to the effects of global warming. Floods have worsened the outlook for the 150 million inhabitants, most of whom are desperately poor. Glaciers in the Himalayas have melted more than in the past, and scientists say that Bangladesh may lose as much as 20 per cent of its land to flooding by 2030. Twenty million people unable to farm their flooded land could then become ‘climate refugees’.

GLOSSARY

A glacier is a huge mass of ice slowly moving over the land down towards rivers, lakes or the sea. The Himalayas are a large mountain range in Asia, to the north of Bangladesh.

Severe flooding hits the Bangladeshi capital Dhaka.
Composition

The future is not entirely bleak for Bangladesh. Abdul is a twelve-year-old boy who lives in an area of Bangladesh which floods regularly. Read his school composition below, and find out about his good news.

**GLOSSARY**

*Dhaka* is the capital city of Bangladesh.

*Kerosene* is a type of fuel sometimes used for heating, also called *paraffin*.

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**The Best Day of My Life**

I’m so excited! It was the first day of term today. Last year we couldn’t get to school on a great many days because of the floods. Sometimes it was weeks. By the time I got back to school, I’d forgotten everything. It was very frustrating because I want to study to be an architect when I’m older and if I miss school all the time, I will never succeed. Our father told us the situation was getting worse. He would often complain, saying, “We have no electricity and no cars and yet we suffer these terrible cyclones and storms caused by the rich people in other countries.”

But on this day of my life, everything was different. The best day: the school boat was coming! From now on it was going to come every day except Sunday and stay for three hours. My little sister, Maki, and I were ready an hour before it was due to arrive. I held her hand tightly as we waited with all the other children at the edge of the water. We were all fizzing like bottles of lemonade and Maki was jumping up and down. She had missed much more school than I had. Our parents had been afraid to let her walk to school even when it was open because of the dangerous water.
Suddenly we could see the school boat gliding along the flood waters and we all cheered so loudly I’m sure they could have heard us in Dhaka! Although we all wanted to rush on board immediately it docked, we lined up as we were told and walked on board respectfully. Oh, what a paradise met our eyes!

There were forty seats on the deck for us older children, and benches for twenty little ones in the bow. We had books and pens and there were even solar-powered computers and a library for students older than us. The three hours passed so quickly that I could not believe it when it was time to go home again.

But the best was not yet over! We were each given a solar lamp to take home so we could do homework. Before, we could never do any school work at home because our kerosene lamp was expensive to run, and it also polluted the air and made a nasty smell.

Now I really do believe I will be able to study and succeed and become an architect. Then I will design more boats for our people, not just school and library boats, but for living in and for floating gardens where we could grow crops.
Comprehension

1. Describe some of the problems Abdul had with his schooling before the school boat was introduced.
2. What does Abdul's father blame on 'rich people in other countries'?
3. Why is the school boat particularly exciting for Maki?
4. Why do you think the three hours pass so quickly for Abdul?
5. What is the benefit of a 'solar lamp' for Abdul and his family?

Looking closely

1. Which word or phrase could you use that means the same as 'suffer'? (paragraph 1)
2. Write down the simile used by Abdul in paragraph 2.
3. Which adverb tells you about the way the children went on board the school boat? (paragraph 3)
4. What does 'solar-powered' mean? (line 29)
5. Which word is the name of a kind of fuel? (paragraph 5)

Toolkit

A simile is a comparison with two dissimilar things, using the words 'like' or 'as'.

Examples:
The snow lay like a blanket over the fields.
Her hair is as white as snow.

A metaphor goes one step further for poetic effect to make a direct statement (without using 'like' or 'as').

Example: A blanket of snow lay over the field.

Talking points

1. What are the main differences between your school and Abdul's?
2. Compare Abdul's views on school and education with your own. What are the similarities and differences?

Journal

Describe a day at school that was exciting.