



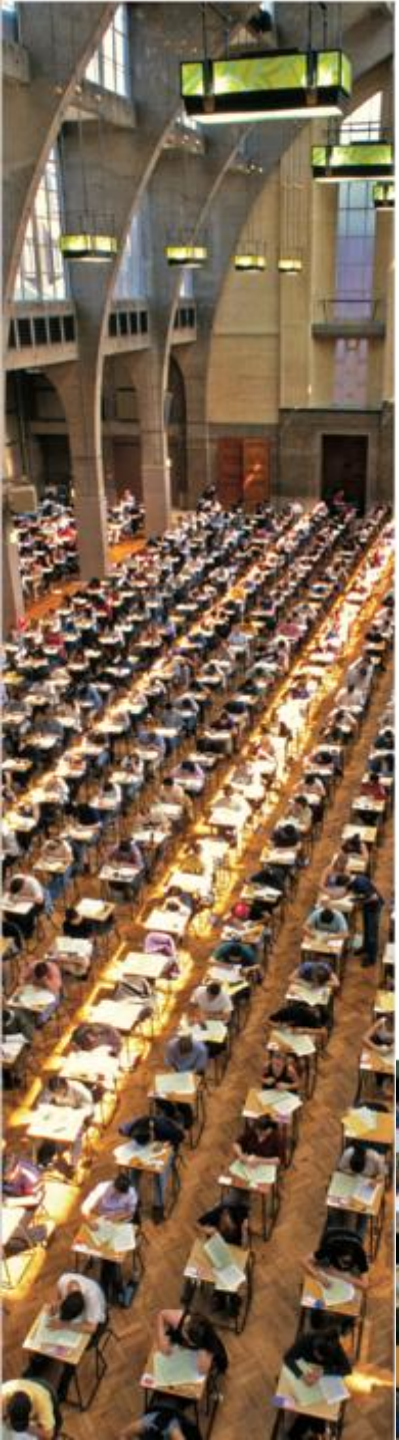
So Many Englishes

Karen Spiller
Co-founder of
ELT Teacher 2 Writer and ELT Publishing Professionals

Sherrise Roehr
Publisher,
National Geographic Learning



1.5 billion



It's big because . . .

- Education is embraced by the entire world
- There are more students than there have ever been
- English is considered an essential part of a 21st century education.



English is a tool . . .

- opportunity
- social access
- brighter future

English is a skill . . .

- mathematics
- science
- technology



Who Am I?

WATCH SCENE 1

“Make sure to be passionate about whatever it is you get into...”

—Jack Andraka

Photo caption copy to come here.
More a caption to come here.

1. How would you describe the teens in this photo? How do you think they would describe themselves?
2. Who are you? Describe yourself in five or six words. How many of your words are positive? Negative?
3. What are you passionate about? Why?



Ba
Equipaje

Portes
Gates



Puertas



Portes
Gates
Puertas







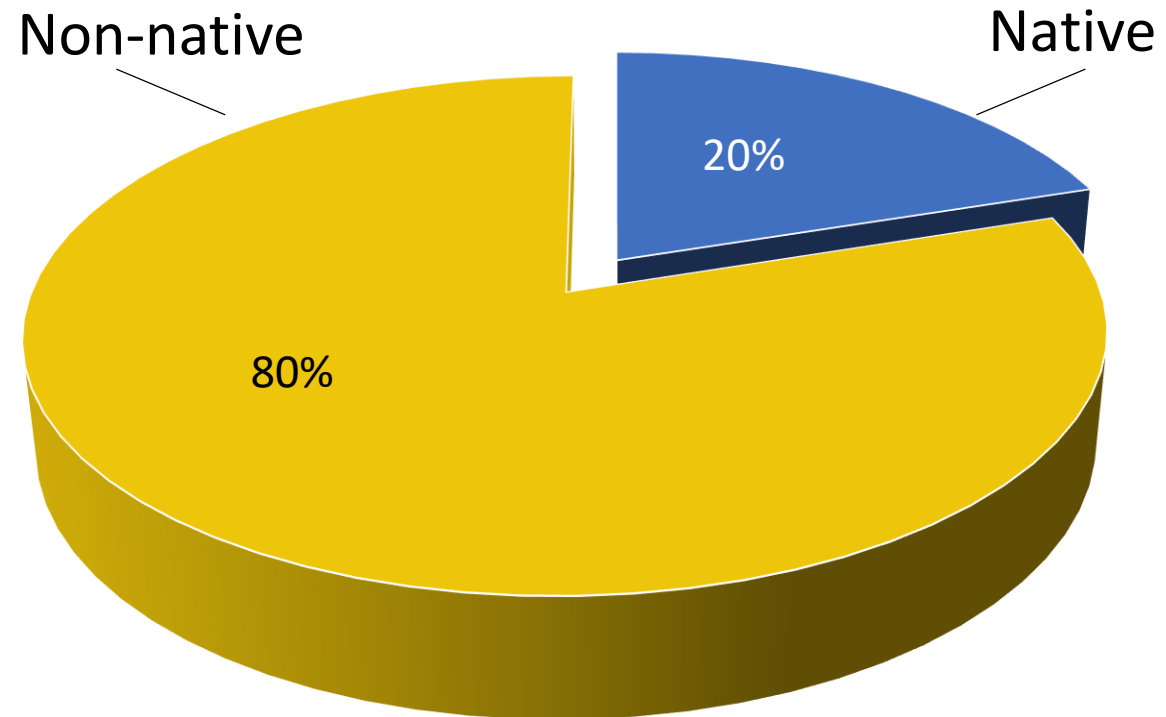


Question What % of the world's users of English are non-native speakers?



Total users: **2 billion**

English Users Worldwide



'Standard English'

Noah Webster (Preface to 'An American Dictionary of the English Language')

It is not only important, but, in a degree necessary, that the people of this country, should have an American Dictionary of the English language; for, although the body of the language is the same as in England, and it is desirable to perpetuate that sameness, yet some differences must exist. Language is an expression of ideas; and if the people of one country cannot preserve an identity of ideas, they cannot retain an identity of language.

David Crystal (Do we need a Standard English? April 22, 2019 ENGLISH? Interview by TEFL Training Institute)

What they're doing is they're allowing the expression of their local identity to become institutionalized in dictionaries and in novels, you see, and plays and poetry and grammars and things like this, so that we now have to respect the identity of whatever it might be – Indian English, Nigerian English, Chinese English, by which I mean, English written by Chinese authors expressing a Chinese milieu ...

The David Crystal Challenge!

- But when it comes to listening comprehension and reading comprehension, if one restricts one's ability only to British English and RP, then you miss out ... probably most of the English language around the world.
- It's an increasing gap, it seems to me, between production and comprehension when it comes to teaching ... **it's your problem to decide how to implement this in terms of syllabus design ...**
- As far as materials are concerned, yes I think one should build in right from the very beginning an awareness of variation.

Benefits for learners

- More interesting
- More developmental
- More motivating
- Global competence is increasingly necessary



Question What skills do “Globally Competent” students need to have?

News and business analysis for Professionals in International Education

[Home](#) **NEWS** ANALYSIS CHAT GALLERY JOBS BLOG MOVERS

You are here: [Home](#) » [News](#) » “Global competence” to be tested by OECD

“Global competence” to be tested by OECD

Posted on Jan 5, 2018 by Patrick Attack

Posted in [News](#), [Research](#), under .

Tagged with [OECD](#).

[Bookmark the permalink.](#)

The Programme for International Student Assessment, which measures students’ literacy, numeracy and scientific knowledge will include a section on ‘global competency’ for the first time in 2018.





OECD
PISA

Global Competence Framework

PISA 2018

www.oecd.org



GLOBAL

TASKS

ACTIVITIES

EDUCATION



Authentic

“You are laughing to show people that you understand them, that you agree with them, that you’re part of the same group as them.”

SOPHIE SCOTT

Read about Sophie Scott and get ready to watch her TED Talk. ▶ 5.0



AUTHENTIC LISTENING SKILLS

Dealing with fast speech

Some people speak very quickly, often because they are excited about a topic or they are nervous. Here are some ways to deal with fast speech:

- Listen for words or ideas that the speaker repeats.
- Try to get an idea of the main idea and then connect it with what you hear.
- Focus on what you *do* understand and try not to worry too much about what you don't understand.

1 Read the Authentic Listening Skills box. Then listen to the first part of the TED Talk and answer the questions. ▶ 3.4

- 1 What words or ideas does the speaker repeat?
- 2 What words tell us that she's talking about her childhood?
- 3 In your own words, say what you think she's describing.

2 Listen again. What is the point of Sophie's story? ▶ 3.4

- a When she was a child, she usually didn't understand her parents' jokes.
- b When we hear people laughing, we want to laugh with them.
- c Sometimes, laughing can make the people around you feel bad.

WATCH

3 Watch Part 1 of the talk. Are the sentences *true* or *false*? ▶ 5.1

- 1 Sophie's parents were laughing at a song.
- 2 The first recording includes both a man and an animal.
- 3 Sophie is worried that the second person laughing doesn't breathe in.
- 4 The third recording is an example of a monkey laughing, which is very similar to a human.

4 Watch Part 2 of the talk. Choose the correct options to complete the sentences. ▶ 5.2

- 1 People laugh mostly when _____.
a they hear a joke c they're with friends
b they watch a comedy
- 2 When we hear other people laugh, we usually _____.
a start laughing c think they're laughing at us
b ask why they're laughing
- 3 Laughter that we cannot control is called _____ laughter.
a voluntary c vocal
b involuntary
- 4 We can choose to laugh when we want to be _____ to another person.
a horrible c polite
b funny
- 5 The first recording is _____ laughter.
a polite c not really
b involuntary
- 6 The second recording is _____ laughter.
a polite c not really
b involuntary

5 Complete the summary of Part 3 of the talk before you watch it. Then watch it and check your answers. ▶ 5.3

bonds emotions laughs sounds

(1) _____ are not the only (2) _____ that laugh—many mammals—laugh to feel better. And animals also have both real and fake (3) _____ with very different (4) _____. Laughter helps us maintain social (5) _____ and control our (6) _____.

6 VOCABULARY IN CONTEXT

- a Watch the clips from the talk. Choose the correct meaning of the words and phrases. ▶ 5.4
- b Complete the sentences with your own words. Then discuss with a partner.

- 1 I think _____ is *weird*.
- 2 I had an *odd* experience when _____.
- 3 I think _____ is *silly*.
- 4 I would like to know more about the *origins* of _____.
- 5 I would like to know the *roots* of _____.

CRITICAL THINKING Recognize supporting evidence

Speakers often give evidence to support their theory or idea. Evidence may include images, recordings, demonstrations, or quotations from experts or other reliable people.

7 Read the Critical Thinking box. Work in pairs. How does this evidence from the talk support Sophie Scott's message that "laughter is an ancient behavior that we use to benefit ourselves and others in complex and surprising ways."

- 1 She plays examples of real human beings laughing and asks us to think about how primitive laughter is as a sound.
- 2 She points out that the audience laughed when listening to others laugh.
- 3 She plays recordings of voluntary and involuntary laughter.

8 Work in pairs. Discuss the questions.

- 1 Which part of Sophie's talk was the most interesting to you? Why?
- 2 Have your ideas about laughter changed? How?

CHALLENGE

For a couple of days, listen for people laughing. Try to notice examples of both real and polite laughter. Make notes. Present your results to the class, explaining the situations where you heard each type of laughter.

9 Work in groups. Discuss the questions.

- 1 Sophie says that we laugh "to show people that you understand them, that you agree with them, that you're part of the same group as them." What other ways do we show that we are part of the group?
- 2 Most people are part of more than one group. How many groups are people in at in your school?
- 3 How do the people in the groups you named in question 2 show that they are part of that group?

Tips for writers



Tip

Use real-world content.



Tip

Don't interpret 'real-world' content as 'freaky' and 'weird'.



Tip

Don't confuse 'real-world' with 'exotic'.



Tip

Don't mix 'real-world' and 'made-up'.



EXPLORE THE THEME

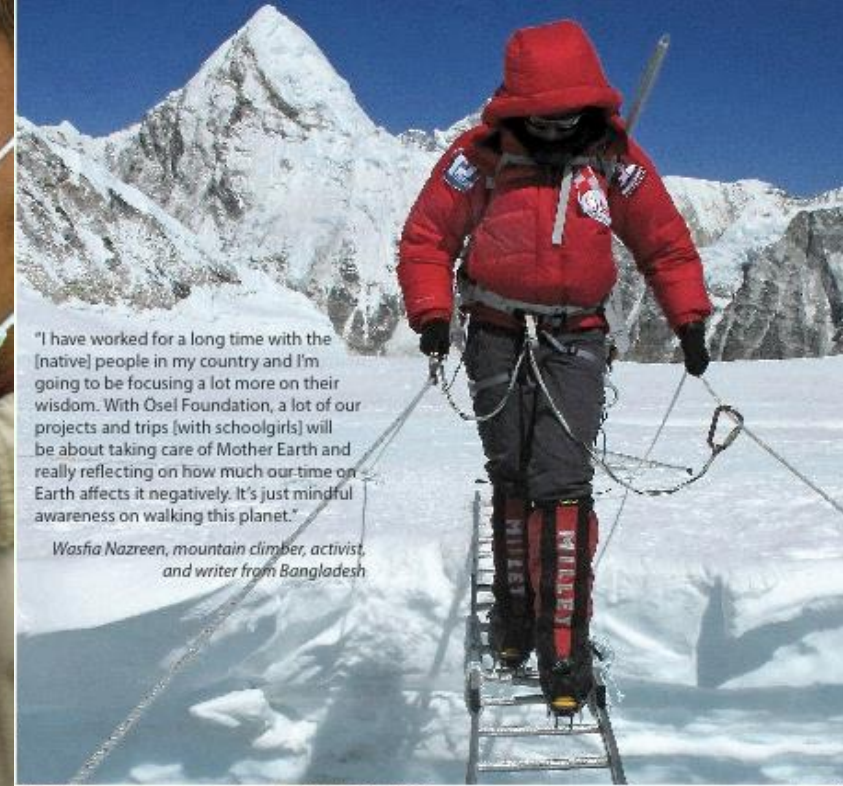
Look at the photos and read the quotes by three National Geographic Explorers. Then discuss the questions.

1. How has each person helped get others involved in environmental issues?
2. Which approach do you think is most effective? Why?
3. What environmental issue are you most concerned about? Least concerned about? Why?

INSPIRING OTHERS

"There is always a solution. People sometimes are desperate, even myself—I'm desperate about all the destruction happening in Sumatra—but then, do something, even a small [thing]. When you see a problem and you see things not happening and you feel that someone else will fix it, then that is the start of destruction. I created a volunteer opportunity for local people, young people that have now become dedicated staff to help the forest and the orangutans. People are now thinking, wow, you do something and there's progress."

Panut Hadisiswoyo, conservationist at the Orangutan Information Centre, Sumatra, Indonesia



"I have worked for a long time with the [native] people in my country and I'm going to be focusing a lot more on their wisdom. With Osel Foundation, a lot of our projects and trips [with schoolgirls] will be about taking care of Mother Earth and really reflecting on how much our time on Earth affects it negatively. It's just mindful awareness on walking this planet."

Wasfia Nazreen, mountain climber, activist, and writer from Bangladesh

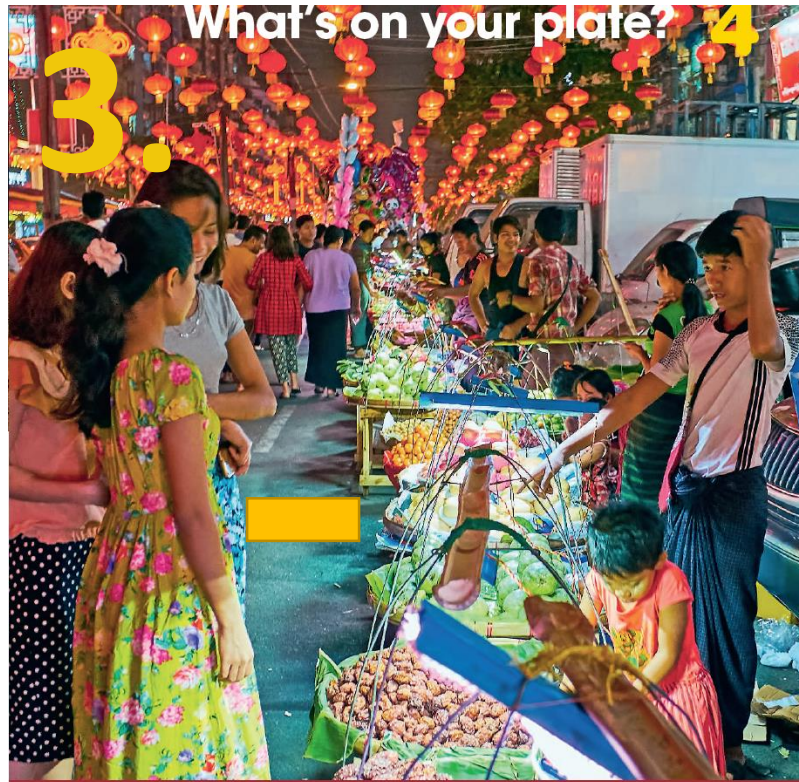


"I wanted to . . . find new things and learn about them and share them with other people. It had never occurred to me that you could do that as a photographer. . . . The way I define science is just a careful observation of your surroundings. . . . If people value that systematic process of careful observation, I think it could solve a lot of the problems and I think it would help people enjoy their lives and enjoy their planet. . . . I want to get people to revisit their assumptions about parasites, bees, bugs, hummingbirds, and natural history overall."

Anand Varna, science photographer from the United States

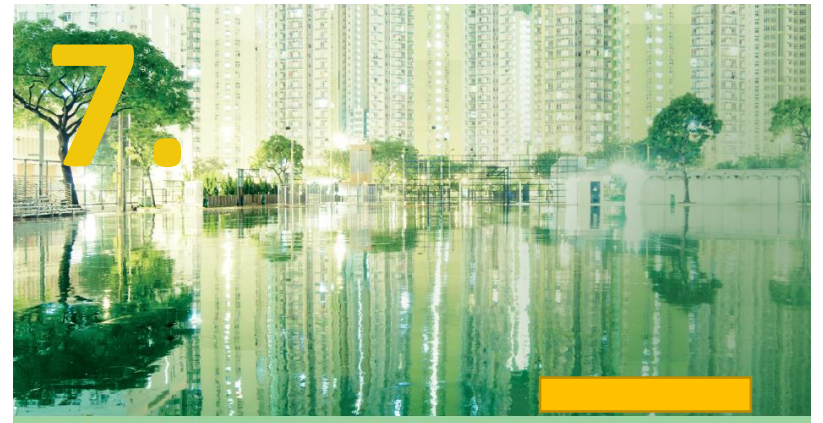


Tip
Check your
representation
for inclusivity.



















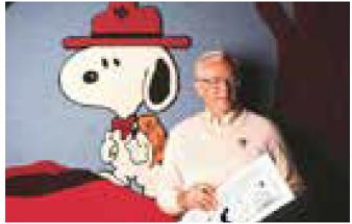



Look at the photo. Discuss the questions.

- 1 Where is this?
- 2 Are there markets like this where you live?



✓ **Tip**
Check your
material for
balanced
regional
representation.

U8 Celebrate!	 01P India	 10P Mexico	 11P Thailand	 12P UK
U9 Animals	 01P Kenya	 11P Botswana	 13P Africa	 22P Costa Rica
U10 Weather	 01P USA	 12P Sri Lanka	 13P Indonesia	 18P Chile
U11 On the Move	 1P Brazil	 12P Laos	 13P Bangladesh	 14P New Zealand
U12 Growing Up	 01P Mexico	 11P Israel	 13P	 14P Belgium

✓ **Tip**

Recognise topics, stories and people of global and enduring interest.

✓ **Tip**

Let people tell their own stories.

✓ **Tip**

Avoid the 'single story'.
'The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete.'

(Chimamanda Adichie)



Chimamanda Adichie's **idea worth spreading** is that we need to reject single stories about another country or people, or else we risk misunderstanding.

✓ **Tip**

Craft language presentation and practice from the real-world input (and organize it into a recognised syllabus).

✓ **Tip**

Create the space for students to react and respond to the input.



A woman sits arranging flowers – a performance artwork, Lima, Peru.

LESSON 3 Reading

- 1 Look at the photo. What are they doing?
- 2 Listen and read. TR: 14
- 3 Read again. What did Soumik and Souvid see? Circle the correct answer.

INDIAN music and dance

My name is Soumik Datta. My brother, Souvid, is a photographer. We live in England, but we were born in India. We wanted to learn more about dance and music in India, and we wanted to make a film. So, in 2015, we visited India and saw more than 100 different musicians.

One group of musicians from Karnataka are famous for their dance called 'the Kunitha'. They wear colourful costumes and many of them play the drums. They sing and jump too. All the men are farmers, but they love dancing.

We filmed their show. It was incredible! The dancers **carried** big drums and they **banged** them loudly. They all **shouted** and they kicked their feet. Then they played their drums quietly and some of the dancers **climbed** onto the drums to make a tower. Then they banged their drums quickly. It was very exciting.

You can watch these dancers playing their drums in one of our programmes. We hope you enjoy it!

- 1 The dancers *carried* / *kicked* their drums to the field.
- 2 They *jumped* / *climbed* high in the air and *banged* / *kicked* their feet.
- 3 Then the dancers *banged* / *kicked* their drums loudly and *shouted* / *climbed* loudly too.
- 4 Some dancers *climbed* / *carried* onto the drums.

4 Read again. Correct the sentences.

- 1 Soumik's brother is a musician.
- 2 The dancers are all doctors.
- 3 They always play their drums loudly.
- 4 The show was boring.



Dancers in Karnataka, India

1 Listen and read. TR: 15

Adverbs of manner

We use adverbs of manner to describe how we do things. They usually go at the end of a sentence.

They played *quietly*.

They banged the drums *loudly*.

An important irregular adverb is *good* → *well*.

They played *well*.

2 Complete the text with the adverbs of the words in brackets.

There are many different kinds of drums. The musicians from Karnataka carry big drums and they play them ¹ loudly (loud). They play them very ² _____ (good) too! The Orquesta de Cateure have big drums on the floor. They sometimes play them ³ _____ (slow) and sometimes they play them ⁴ _____ (quick). Pop groups use drums well. When they play slow songs, they sometimes play them ⁵ _____ (quiet). Drummers need to listen ⁶ _____ (careful) to the rhythm.

3 Answer the questions about you.

How do you ...

- 1 eat your breakfast every morning?
- 2 walk to school?
- 3 talk to your friends?
- 4 work in class?
- 5 do your English homework?

How do you eat your breakfast every morning?

I eat it quickly!

Tip
Develop good communication skills to connect with the people you want to feature or who are the experts that can bring the subjects to life.

✓ **Tip**

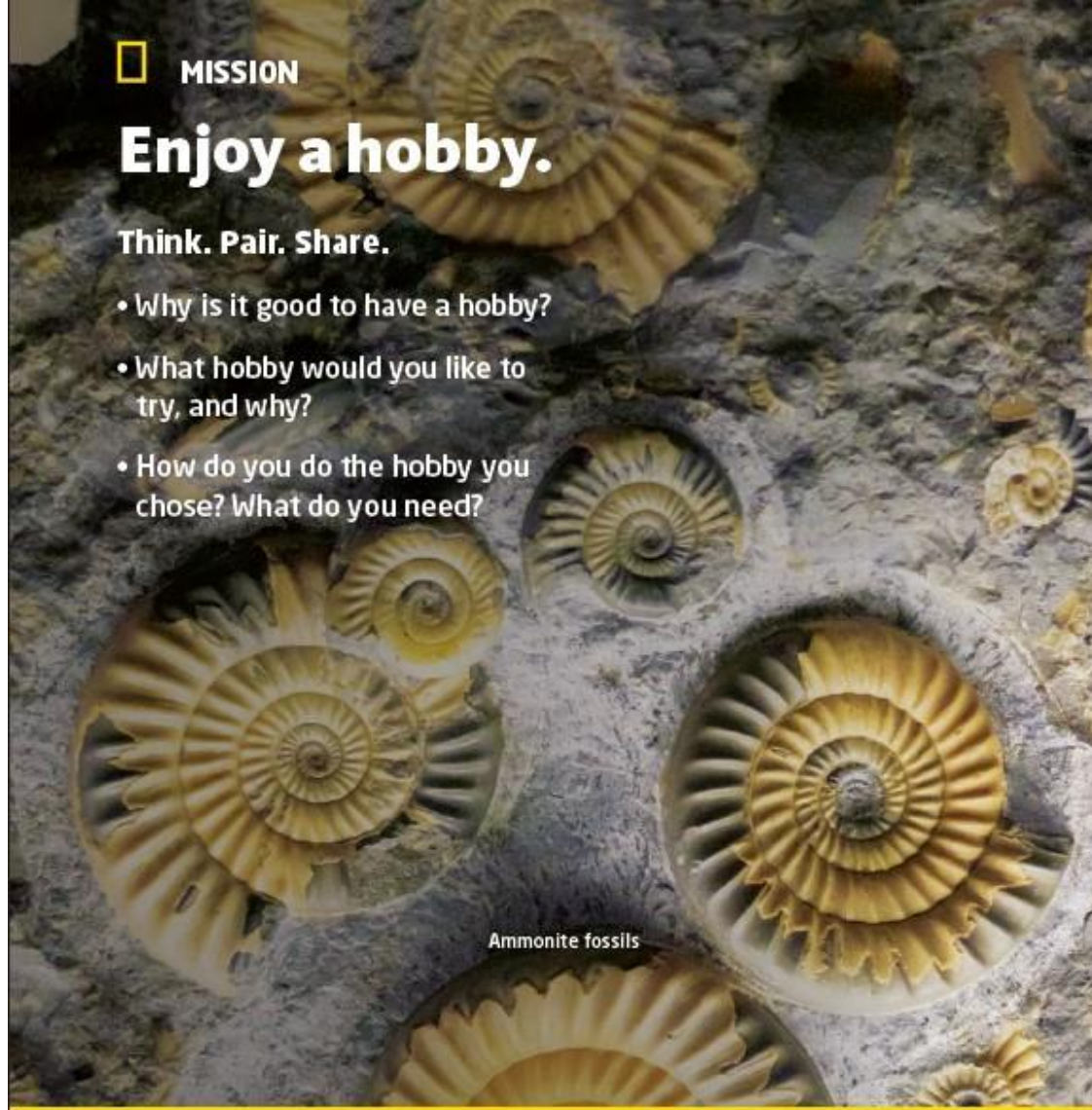
Embrace and exploit the opportunities offered by this real-world approach.

□ **MISSION**

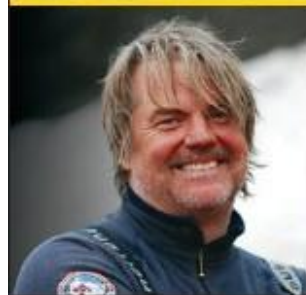
Enjoy a hobby.

Think. Pair. Share.

- Why is it good to have a hobby?
- What hobby would you like to try, and why?
- How do you do the hobby you chose? What do you need?



Ammonite fossils



“As a child, I felt very alone with my interest in fossils. Finally, at age 13, I discovered there was a museum in Norway that actually employed people to study fossils.”

Jørn Hurum, Paleontologist, National Geographic Explorer
Standard English and 'new Englishes'

Tips for creating authentic listening (if you can't use the real people)

- Make authentic recordings of the script for the actors to copy as closely as possible.
- Provide links to real speakers of the requested accent.
- If you're developing materials for your own class or school, YouTube is a treasure trove of audio materials featuring different accents.

Tips for recording

- Record two separate takes of you reading the script.
- Begin your takes by stating your name.
- Send a 60 second recording of room tone.
- Make sure you're in a quiet space which isn't echoey (recording inside a car is a great option).
- Hold your smart phone/recording device 5-8 inches away from your mouth and angled/tilted down slightly.
- If you stumble or lose your way and need to correct yourself, leave a couple of seconds pause and then go back to the start of the sentence.

✓ **Tip**

Be critical thinkers and know how to fact check.

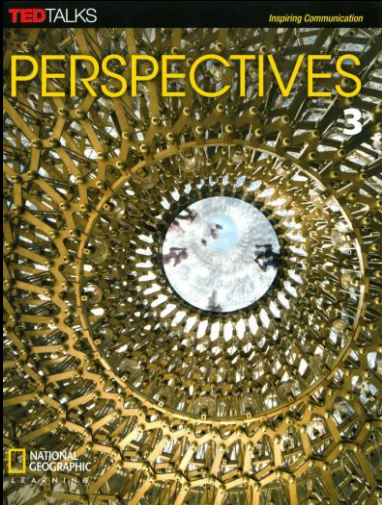




Tip

Choose your sources carefully.





Perspectives
Student Book 3

HELP SAVE THE ENDANGERED
**Pacific Northwest
Tree Octopus**
FROM EXTINCTION

ABOUT HELP FAQs SIGHTINGS MEDIA ACTIVITIES LINKS

28 **About**

The Pacific Northwest tree octopus (*Octopus paxarbolis*) is only found in the forests of Washington State, on the eastern side of the Olympic Mountains, in the United States.

5 These creatures reach an average size of between 30 and 35 centimeters and live for around four years. They are unusual in that they live both in water and on land, a fact made possible by the very high amounts of rainfall in this part of the United States.

10 Possessing the largest brain of any octopus, the tree octopus explores its surroundings by touch and sight. Some scientists believe that the way it has adapted to life in the forest mirrors the way early life forms adapted to life away from the water. Although they are not social animals like humans, they can still show emotions by changing their skin color: red indicates anger and white, fear. Normally, though, they are a green-brown color that matches their surroundings.

15 Every spring, tree octopuses leave their homes and travel to the coast to breed. Males soon return to the forest, while females lay their eggs underwater. The young then spend their first month or so floating near the shore before moving out of the water and beginning their adult lives in the forest.

Source: <http://zapotopi.net/treeoctopus/>

Why it is endangered

Although the tree octopus is not yet on the official list of endangered animals, it should be, as numbers are now seriously low. It faces many threats: trees in Pacific-Northwest forests are constantly being cut down; new roads have cut off access to water; the growth of local towns has introduced house cats into the region, which hunt the octopuses; and pollution is getting worse. Immediate action needs to be taken to stop the tree octopus from becoming extinct.

Become an activist

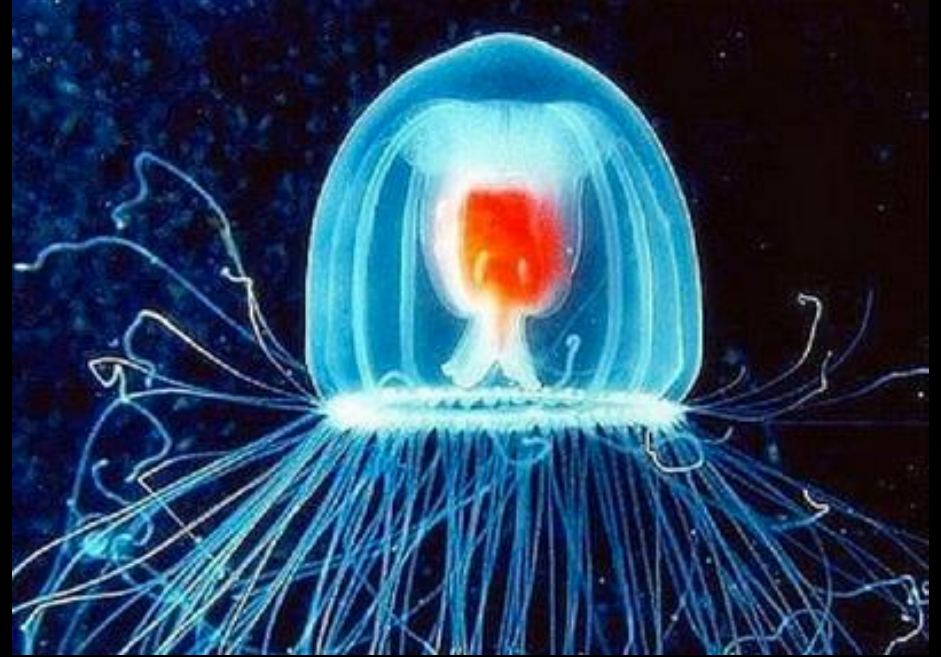
40 Here are some things you can do to help protect the last few tree octopuses:

- Write to the government to say you are worried and that you feel the tree octopus should be given special protection and included on the Endangered Species List.
- Write to celebrities, asking them to talk in interviews about the dangers facing the tree octopus.
- Let the world know about the tree octopus: tell your family and friends.
- Tell people not to buy products made by companies that don't protect the tree octopus when cutting down trees.
- Start an online campaign! Encourage people to sign a petition.

1. Leaping Shark Image Wins National Geographic Photograph of the Year



2. Researchers Find Creature That Can Age Backwards



3. Giant Squid Washes Up on California Beach



4. Giant Camel Fossil Found in Arctic



1. Leaping Shark Image Wins National Geographic Photograph of the Year





IS IT REAL?

8

A Look at the two shark photos on this page. One is **real**, but the other is **fake**.¹ Can you tell which is which?

B In 2016, a dramatic² photo of a great white shark jumping out of the water **appeared** on Twitter and went viral.³ The person who posted the photo called himself Bob Burton. He said he was National Geographic's top photographer, and that the picture was National Geographic's photo of the year.



With computer technology and social media, it is much easier now to make and share fake images. So how is it possible to tell if a photo is real? First, look for **a source**. Where does the photo come from? Is there a photographer's name? Can you find any information about them on the Internet? Second, look for **clues in the photo**. Sometimes the **direction** of light and **shadows** is wrong. Is anything in the photo too big or too small, or is anything **missing**?

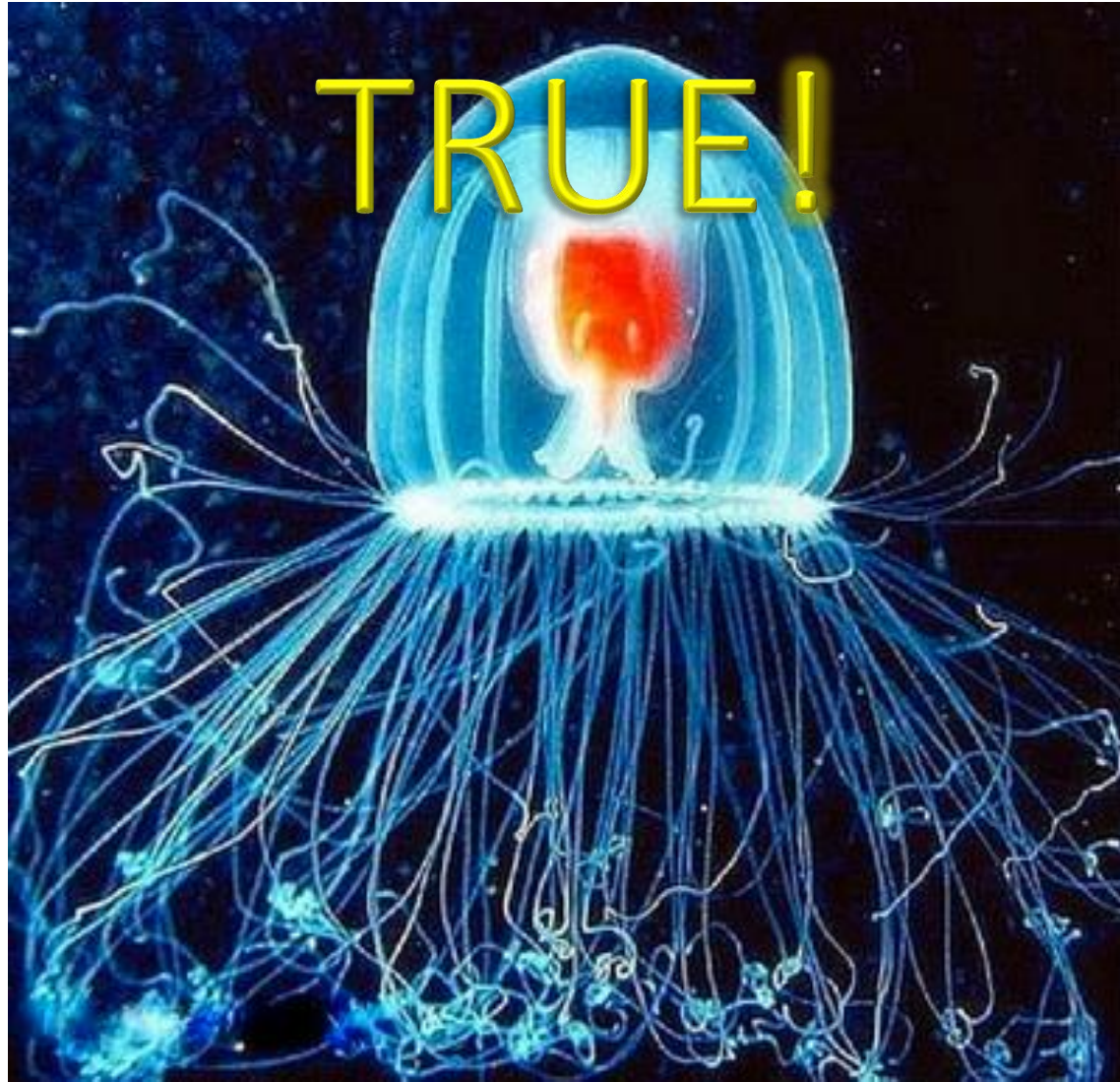
photographing sharks. For this photo, he waited in his boat for a whole day to get the image he wanted.

F New technology is changing how we create and share images. But don't **believe** everything you see!



2.

Researchers Find Creature That Can Age Backward



3.

Giant Squid Washes up on California Beach



A giant squid measuring a whopping 160 feet

measuring a wh

Question your
assumptions

Analyze details

Evaluate the source



These giants lo

Source: www.lightlybraisedturnip.com

Scientists believe that following the 2011 disaster at the Fukushima Dai-ichi Nuclear Power Plant



Imágenes de un mundo mágico
ENRIQUE TALLEDO.COM



4.

Giant Camel Fossil Found in Arctic



4

Giant Camel Fossil Found in Arctic

By Rebecca Morelle

Science reporter

BBC World Service



Camels are known for their ability to survive hot and dry desert conditions, but a study suggests they once thrived in colder climes.

The research is published in the journal *Nature Communications*. Dr. Mike Buckley, an author of the paper from the University of Manchester...

**English as
a Lingua
Franca
(ELF)**



[Communicating Your World](#) | [Workplace](#) | [Modern language](#)

Native English speakers are the world's worst communicators

In a room full of non-native speakers, 'there isn't any chance of understanding'. It might be their language, but the message is often lost.

“

Suddenly the American or Brit walks into the room and nobody can understand them - Chia Suan Chong

Which of these areas AREN'T crucial to an ELF syllabus?

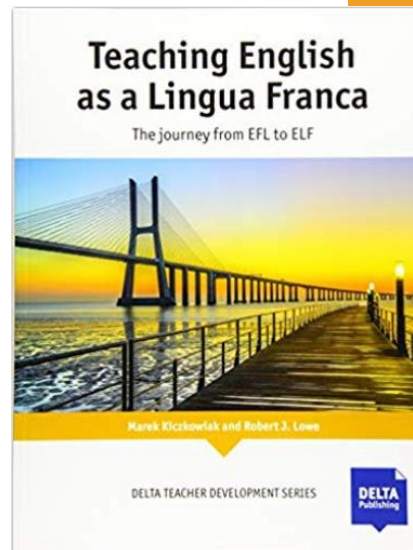
- Assimilation
- Vowel length
- Weak forms
- Consonant clusters

✓ **Tip**

Create a useful pronunciation syllabus.

HOW TO WRITE PRONUNCIATION ACTIVITIES

Laura Patsko
Katy Simpson





Tip

Help learners focus on features of pronunciation that will make their own speech intelligible to an international audience.

- Vowel length (e.g. minimal pairs such as *hit* and *heat*, or *hit* and *hid*)
- Consonant clusters (e.g. ***strong*** and ***next***)
- Consonant sounds (e.g. minimal pairs such as *rain* and *lane*)
- Nuclear stress (e.g. *I'm from **France**.*) and by association, therefore, word stress

✓ Tip

Avoid loaded terms such as *We say ...*, implying an in-group/out-group, and potentially positioning learners in the out-group.



✓ **Tip**
Provide help on
dealing with
accents

4 Success



Celebrations at the summit
of Bertha's Tower, Queen
Maud Land, Antarctica

TED TALKS

JOACHIM DE POSADA is a writer and motivational coach from Puerto Rico. He helps companies and teams to find deep and lasting reasons to succeed. His books (in Spanish and English) include *How to Survive Among the Piranhas* and *Don't Eat the Marshmallow ... Yet*.

Joachim de Posada's idea worth spreading is that self-discipline can be an important predictor of future success. In his talk, he explains how a 'marshmallow test' demonstrates this idea.



BACKGROUND

- 1 You are going to watch a TED Talk by Joachim de Posada called *Don't eat the marshmallow!* Read the text about the speaker and the talk. Then work in pairs and discuss the questions.
 - 1 Who does Joachim de Posada help in his work and what does he help them to do?
 - 2 In what other areas of life are coaches employed to help and encourage people?
 - 3 Do you know what piranhas and marshmallows are? What do you think the titles of his books mean?

KEY WORDS

- 2 Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).
 - 1 Asking a child to wait for a sweet is **equivalent to** asking an adult to wait for a cup of coffee.
 - 2 I believe in the **principle** that success comes from hard work.
 - 3 Don't give up – you'll feel a great sense of **gratification** when you solve the problem.
 - 4 You need a lot of **self-discipline** to learn something by yourself.
 - 5 I got top **grades** in maths and science at school because I studied hard.
 - 6 Maths has many **applications** in everyday life – in computing, in business, in managing your own money.

a marks or scores at school (e.g. A+, C–)
b the same as
c a rule or basic idea that you follow
d the ability to control yourself and apply yourself to your work
e pleasure or satisfaction
f uses

AUTHENTIC LISTENING SKILLS Dealing with accents

When you travel or work abroad, or if you work in a multinational company, you will often hear foreign or regional accents in English. It's helpful to know which individual vowel and consonant sounds non-native speakers pronounce differently from native speakers. When you have identified these, practise – and enjoy! – listening to examples of this accent.

- 3a 20 Look at the Authentic listening skills box. Then listen to this sentence from the TED Talk, firstly pronounced by a native British English speaker and then by Joachim de Posada, a native Spanish speaker. Compare the pronunciation of the underlined sounds.

'If, after I come back, this marshmallow is here, you will get another one.'
- 3b 21 Read the sentences. Then listen to how Joachim de Posada pronounces the underlined words. How would a native British speaker pronounce them? Discuss with your partner.
 - 1 They were in trouble.
 - 2 Some of them dropped out.
 - 3 So I went to Colombia.
 - 4 And it was very funny.
 - 5 In other words, ...

How to choose which accents to feature? Five questions to consider.

1. How different is this accent to the accent of my target audience?
2. How much exposure to this accent are these learners likely to have had before?
3. Which accents are these learners most likely to need to understand? Which countries do they trade with the most?
4. How distinct are each of the accents I'm going to include? E.g. including audio featuring speakers from India, Russia and China would provide more variety of distinct accents than speakers from Germany, Norway and Holland.
5. How important is this country on a global scale in terms of trade? For example, if the audio materials include a Scottish accent, is that justifiable in terms of population size and the learners' likelihood of encountering someone from Scotland?

✓ **Tip**

Include material or activities to raise awareness with students about why they're learning English.

✓ **Tip**

Make students aware of intercultural communicative strategies.



BrE vs AmE: language and usage

- Many examples of American English usage no longer warrant the label of AmE because they're increasingly used in BrE.
 - already with past simple; anymore (spelling); apartment; assignment (h/w); bar; bathroom (toilet); cooperate (spelling – no hyphen); consult with; different than; fries; mail; package; post; raise (n); on sale (reduced); pharmacist (for chemist); store; sick (meaning 'ill'); truck; -ward (not -wards); zero
- Some evidence that British English terms are finding their way into American English.
- Benefits of exposure to both variants

BrE vs AmE: how does this play out in international exams?

Cambridge Assessment confirmed that:

- It's OK to mix UK/US spellings, but ...
- Be consistent at word level
- Speaking test focuses on intelligibility – not accent

color color color color color color color color color

✓ Tip
Be consistent.

✓ Tip
Avoid confusion
at lower levels,
but raise
awareness
when the
language level
permits.



colour colour colour colour colour colour colour colour colour

Modern English: factors influencing the development of the language

- New developments (eg social media)
- Linguistic trends (eg prefixes, suffixes, 'verbing')
- Social attitudes

three beautiful young women

three adventurous young women





So Many Englishes

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