

Bringing out the inner voice

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Macmillan Conference

Montevideo, 17/05/14



➤ Bringing out the inner voice



› Bringing out the inner voice



› Bringing out the inner voice

"Don't let the noise of
others' opinions drown out
your own inner voice."



➤ Bringing out the inner voice

Where is your inner voice?



➤ Bringing out the inner voice



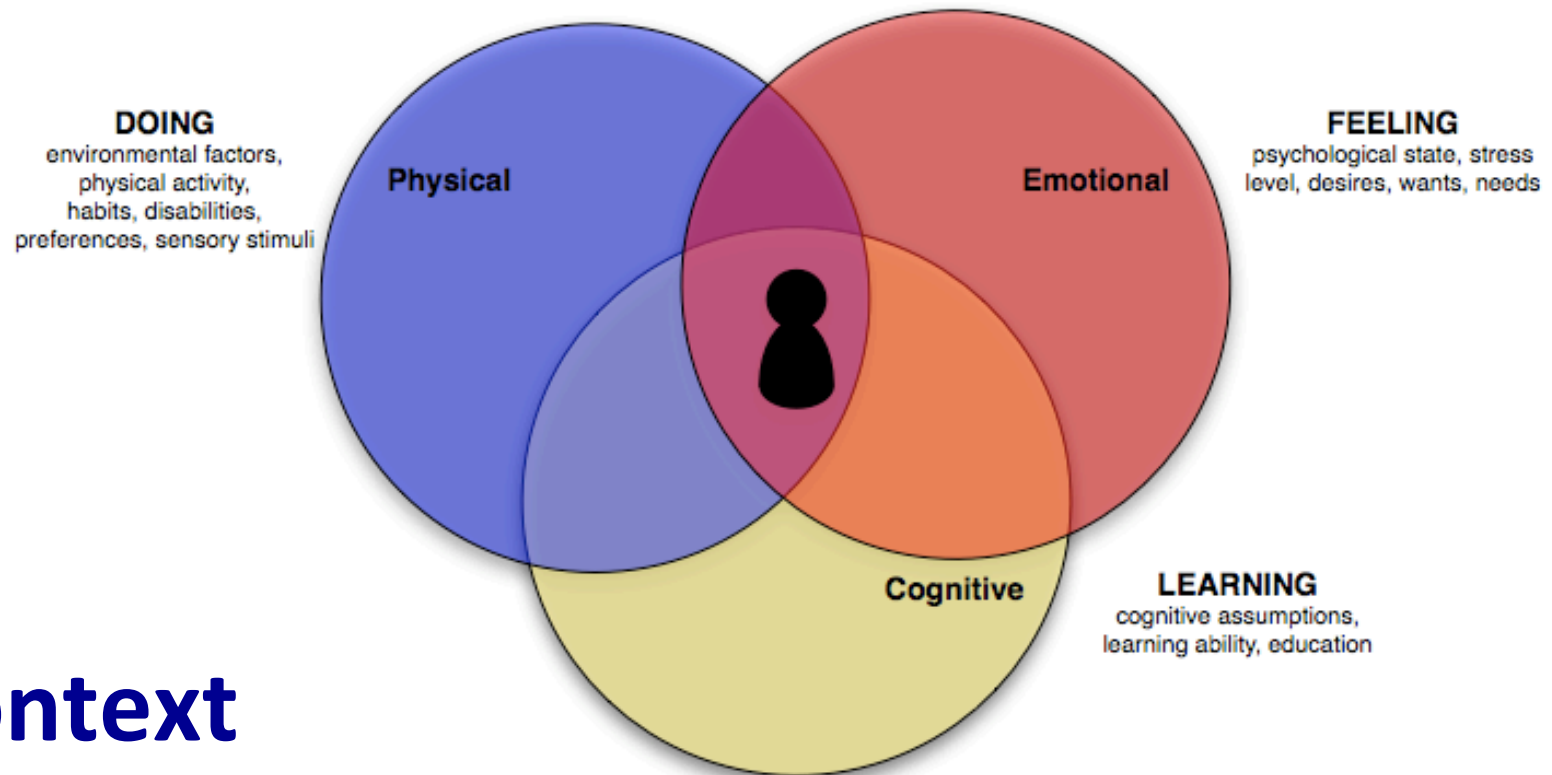
ENGLISH

Where is your inner voice?



Where is your inner voice?

Personal-Behavioral Context



Context

➤ Where is your  inner voice?

Where the hell are my keys?

➤ Where is your  ENGLISH inner voice?



› Where is your inner voice?



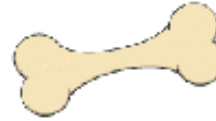
Language bubble

Where is your inner voice?

Before conditioning

FOOD
(UCS)

SALIVATION
(UCR)



BELL

NO RESPONSE



During conditioning

BELL +
FOOD
(UCS)

SALIVATION
(UCR)



Conditioning

SALIVATION
(CR)



➤ Where is your  inner voice?



Conscious effort

➤ Bringing out the inner voice

How to bring it out?



› Bringing out the inner voice

Keep It Simple...



...Skillster!

- › Bringing out the inner voice

Write it down...

The biggest lie I tell myself is

Thought journal

to write that down,
I'll remember it."

If a goal is not
w **Vocab book** it
is just a dream.

*If you don't write it down,
it never happened.*

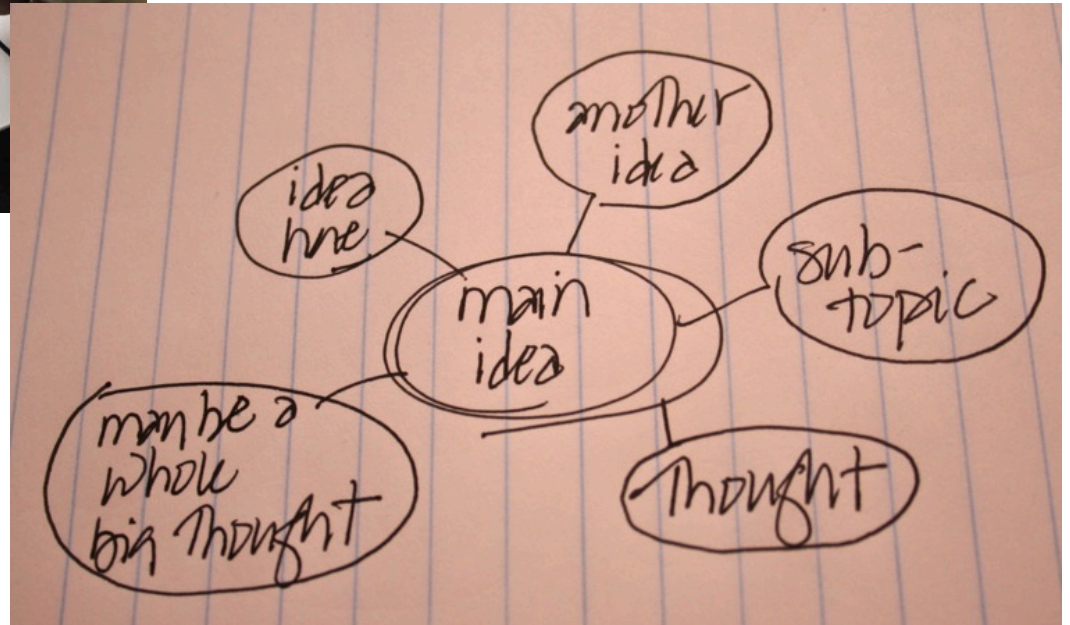
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Talk to yourself...



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Draw a picture...



➤ Bringing out the inner voice

How to bring it out?

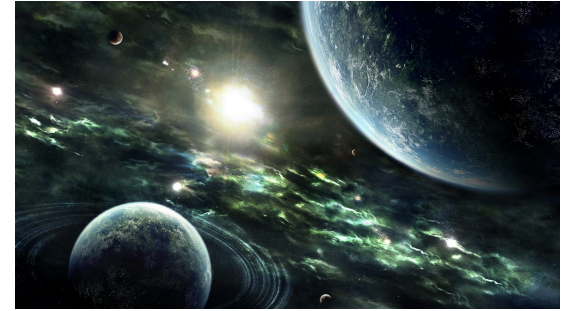


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How to bring it out?



Bringing out the inner voice



PRESENTATION - PRACTICE - PRODUCTION



PPP V GD

CELTA Upper Intermediate

International House Buenos Aires Teacher Training

Conditions

Example

'If Fleming hadn't noticed, this wouldn't have been significant.'

Meaning

Did Fleming notice?
Was this significant?
Is the statement about the present or the past?
Is this statement real or unreal?

Complete the real situation:

'Fleming _____. This _____ significant'

Which clause is the condition and which is the result?
Did the result happen?
Can it ever happen?
Why (not)?

Pronunciation

'If Fleming had not noticed, this would not have been significant.'

Which words are stressed? Mark with a circle.

Which words are weak? Write in the possible contractions.

Does the intonation go up or down at the end of each phrase?

Form

condition result
If + S + _____ + (not) past participle, S + _____ + (not) have + past participle

Can the result come before the condition?

What happens to the comma? What happens to the intonation?

Rewrite the sentence with the result before the condition. Mark the intonation:

Adapted from source: Global Intermediate, Clandfield & Robb Benne, Macmillan, 2011, page 95

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PRESENTATION - PRACTICE - PRODUCTION

PPP —

a way of teaching new language in which the teacher presents the language, practises it in controlled or semi-controlled practice activities and then asks learners to use or produce the same language in a communicative and less controlled way.

Presentation

The teacher presents the target language.

Practice

The students do a controlled practice activity.

Production

The students use the target language in a communicative activity.

Teacher's role

- control the activity
- control the amount of time
- provide a model
- correct errors
- provide support and encouragement

Positive aspects

- it makes students feel confident
- it is a good way to learn

Negative

- it is not very communicative
- it is not very interesting

**Present
Practice
Produce**

Bringing out the inner voice



Discovery

- Context setting
- Gist task
- Detail task
- GD Clarification
- Controlled Practice
- Freer Practice

Lost

Part 3

Vocabulary

Expressions with make & do

Reading

Top five inventions and discoveries made by accident

Grammar

Third conditional

Pronunciation

Expressing blame, intonation


Writing

How would your life have been different

Top five inventions and discoveries made by accident


1 Penicillin

The laboratory of Scottish scientist Alexander Fleming was extremely untidy. One day in 1928 he came back from holiday and saw that mould had grown on a dish containing bacteria. However this wouldn't have been significant if Fleming hadn't noticed one important thing: that no bacteria were growing in the areas covered by mould. In later experiments Fleming proved that the mould could kill the bacteria that cause human infections. Using this discovery, Howard Florey and Ernst Boris Chain later developed penicillin for use as a medicine. In 1945 the three scientists shared the Nobel Prize for Medicine.



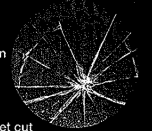
2 Sticky notes

In 1968 Spencer Silver, an American research chemist, wanted to invent a strong glue. Instead he created a weak glue that stuck to objects but could be taken off again. A few years later a colleague of Silver's, Arthur Fry, was singing in church. His bookmarks kept falling out of his song book and suddenly he remembered Silver's glue. He successfully tried the glue on his bookmarks and later developed his idea into sticky notes.



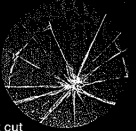
3 The microwave oven

While Percy Spencer was working on radar research in 1946, he made an interesting discovery. He was testing a magnetron (a tube which produces microwaves) when he noticed a chocolate bar in his pocket had melted. Spencer did some experiments and found out that microwaves can cook food much more quickly than conventional ovens, because the food is cooked from inside, not by warming the air around it. If Spencer hadn't invented the microwave, modern eating habits might have been very different. Today more than 90% of households in the US have a microwave oven.



4 Safety glass

In 1903 the French scientist Edouard Benedictus broke a glass flask by accident. To his surprise he saw that the glass had broken into many small pieces – but the pieces had stayed together. He found out that liquid plastic in the flask had evaporated and left a thin film of plastic inside. By chance, in the same week Benedictus read a newspaper article about how many drivers got out by broken glass in car accidents. He realised that he had made a useful discovery.



5 Cellophane

Swiss chemist Jacques E Brandenburger worked for a textile company. When he saw wine spill on a restaurant tablecloth, he was inspired to make a tablecloth that wouldn't stain. He used a waterproof spray, but the experiment didn't work; the tablecloth became too stiff. Brandenburger noticed, however, that the thin plastic film came off the cloth easily. Today his discovery, cellophane, is used for wrapping up food.

Glossary

bookmark (noun) – something that you put inside a book so that you can find the page you want

evaporate (verb) – if liquid evaporates it changes into gas

film (noun) – a very thin layer of something that forms on a surface

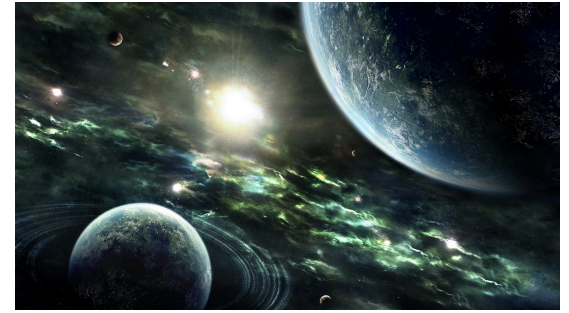
glue (noun) – a sticky substance that you use to fix things to each other

mould (noun) – a green, blue or white substance which grows on food that is not fresh, or things that are not kept clean and dry.

waterproof (adjective) – something that is waterproof does not get damaged by water

Unit 8 Found

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Guided Discovery

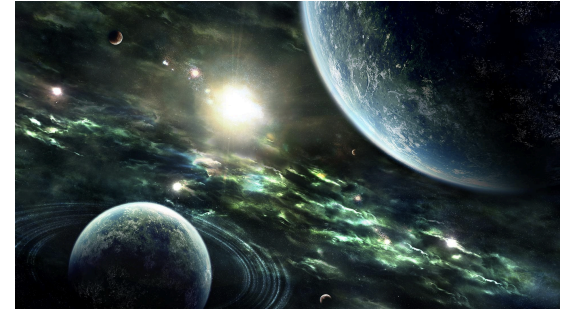


**Inventions
and
discoveries?**

Inventions and discoveries
you agree with the
most important for you?



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Guided Discovery

Reading

1 Read *Top five inventions and discoveries made by accident*. Do you agree with the order? Which is the most important for you?

1 Read *Top five inventions and discoveries made by accident*. Do you agree with the order? Which is the most important for you?

Gist task

Think about how you read

Think while you read:

questions

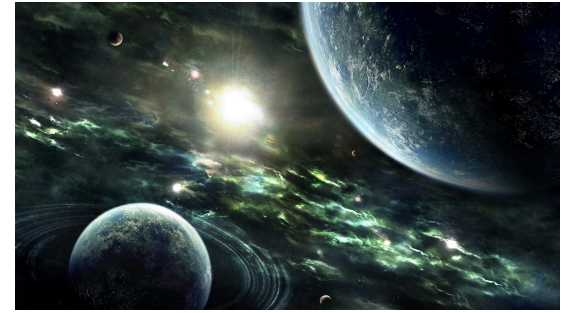
nods

frowns

Think to your partner

Class think

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Guided Discovery

- 2** Which discovery or discoveries ...
- 1 was/were made outside a laboratory?
 - 2 was/were a result of not cleaning up?
 - 3 can save lives?
 - 4 developed out of a failed idea?
 - 5 was/were a result of a different experiment?
 - 6 was/were a result of two lucky events?

Detail task

Think about how you read

**Think while you read:
why?**

**Think to your partner
Class think**

Conditions

Example

'If Fleming hadn't noticed, this wouldn't have been significant.'

Meaning

Did Fleming notice?

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Is the statement about the present or the past?

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Complete the real situation:

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Pronunciation

'If Fleming had not noticed, this would not have been significant.'

Which words are stressed? Mark with a circle.

Which words are weak? Write in the possible contractions.

Does the intonation go up or down at the end of each phrase?

Form

condition

result

If + S + _____ + (not) past participle, S + _____ + (not) have + past participle

Can the result come before the condition?

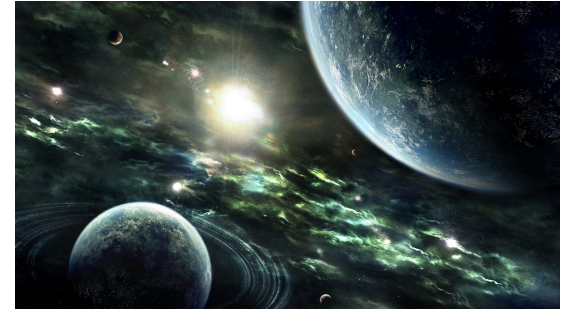
What happens to the comma? What happens to the intonation?

Rewrite the sentence with the result before the condition. Mark the intonation:



condition
the
pronunciation
in your own
words or partner

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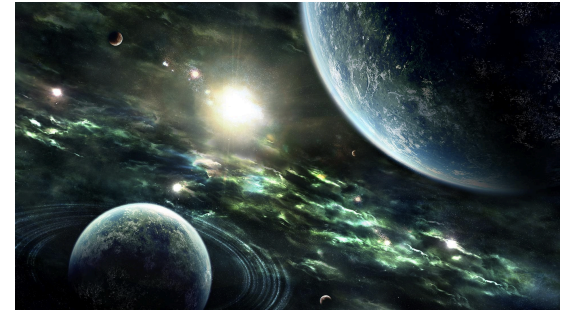


Guided Discovery

Practice 1

1. If Fleming hadn't been so messy, he wouldn't have...
2. Arthur Fry wouldn't have invented Sticky Notes if he...
3. If Eduoard Benedictus hadn't knocked over a glass flask, he...
4. Percy LeBaron Spencer wouldn't have...
if a chocolate bar...
5. If Jacques E Brandenburger...

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Guided Discovery

Controlled Practice

Practice 2



Think of changes
Think of your opinions
Think of conditions and results
Share thoughts
Class think

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Guided Discovery

Practice 3

You're late for English class

You didn't do your homework

You forgot your friend's birthday

You need to borrow some money

You didn't come to class yesterday

Freer Practice

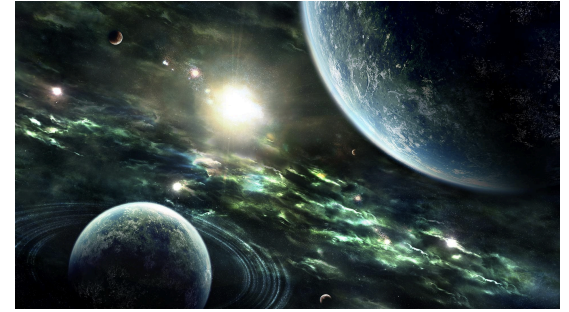
Think of ideas

Think of language

Share thoughts

Class think

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Guided Discovery

Practice 4

Free Practice

0-10

10-15

15-20

20-30

30-??

Think of ideas

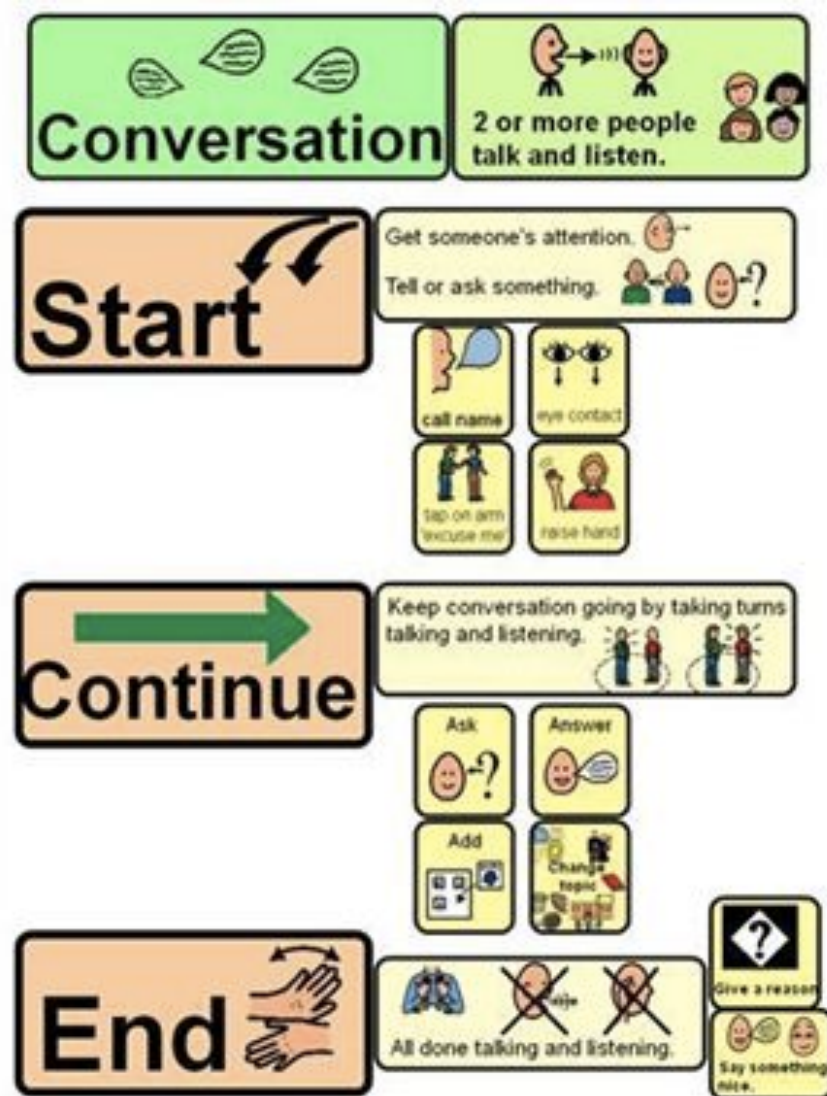
Think of language

Share thoughts

Class think

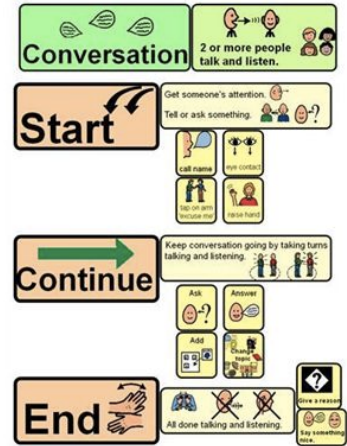
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How to bring it out?

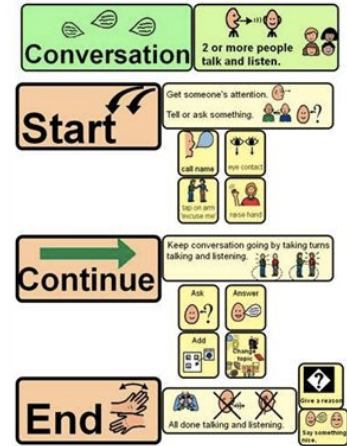


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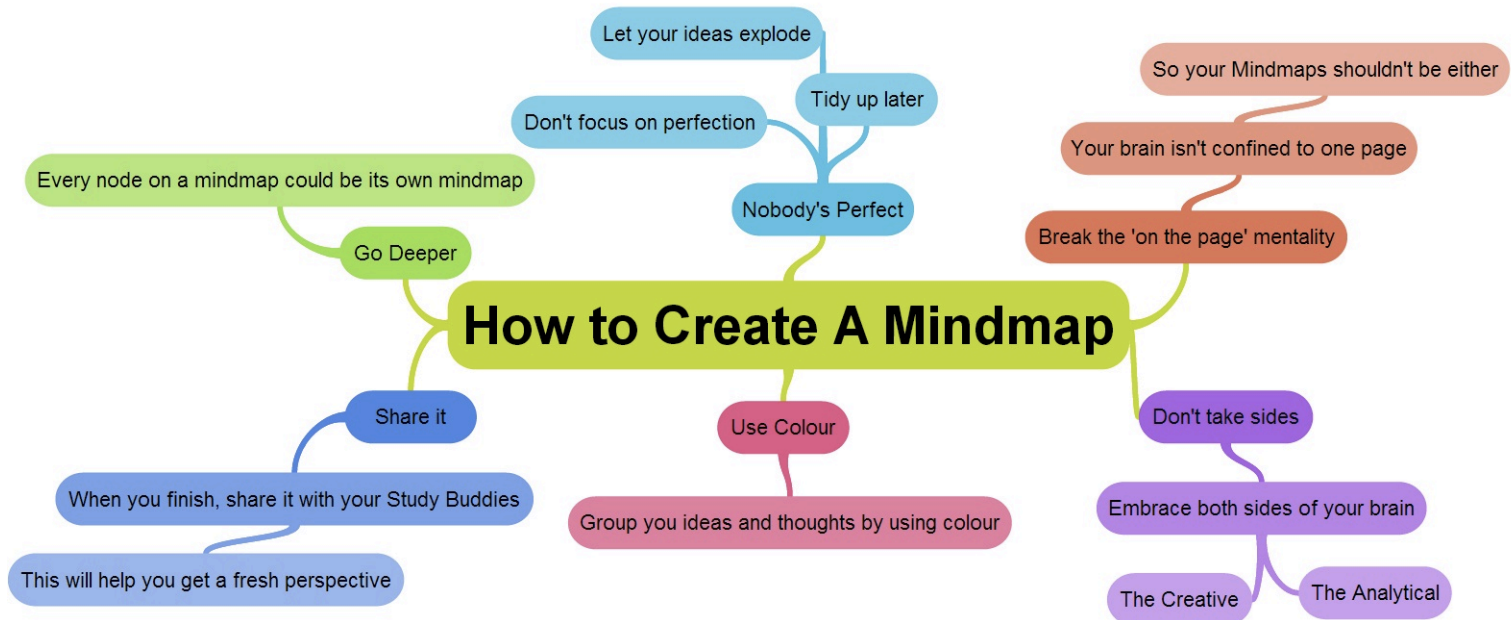
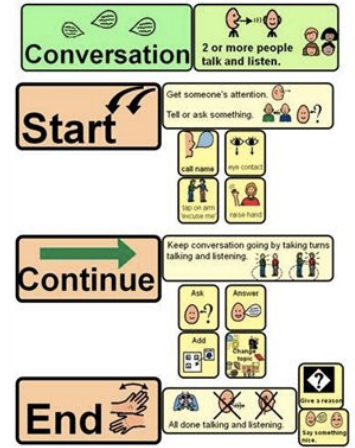
! punctuation
! adjective ;
Language
= noun verb



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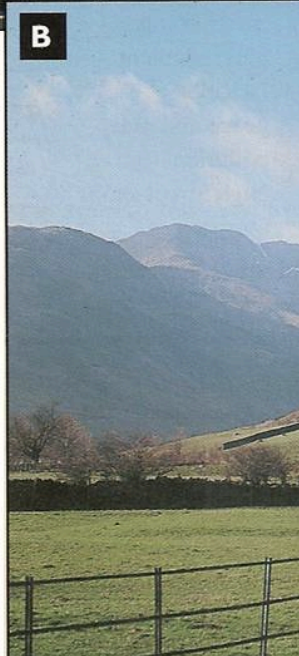
Conversation	2 or more people talk and listen.
Start	Get someone's attention. Tell or ask something.
Continue	Keep conversation going by taking turns talking and listening.
End	All done talking and listening.

Icons for Conversation: Conversation, 2 or more people talk and listen.

Icons for Start: Get someone's attention, Tell or ask something, Call name, Get contact, Sit on arm, Touch hand.

Icons for Continue: Ask, Answer, Add, Give a reason, Say something nice.

Icons for End: All done talking and listening, Give a reason, Say something nice.



Bringing out the inner voice



Advanced One Thinking in English

Thinking in English

We often underestimate our ability to learn language languages. If someone learns different languages the within the brain itself. This is why the ability to 'think advantage.

What we need to realize is that the ability to use diff have a positive impact on our thinking processes. Be different angles, as though looking through different interesting impact on our ability to think and underst thoughts in more than one language can give us adva

Thinking in English doesn't only promote linguistic cc horizons' which result from working in another langu impact on conceptualization, literally *how we think*. I different languages can enrich our understanding of *mapping* resources. This allows better association of towards a more sophisticated level of learning in gen

Thinking in English provides a situation in which your activity which is not the language itself. So what we : learn to 'think' in the language, not just learn about t

1. We usually think we are better at learning lan
2. Learning languages improves the brain's abilit
3. We think in different ways when we think in c
4. Thinking in a foreign language helps you to lea
5. We understand concepts in the same way, wf
6. The more languages we speak, the more ways us.
7. Knowledge of different languages obstructs o
8. We can learn languages through using them a



Advanced One Thinking in English

Thinking in English

1 Look at the title of the article. What issues do you think it will address? You are going to discuss this question with your partner. First of all, imagine the conversation you are going to have with them in English. Make a note in the box of any language you are unsure about, or phrases you would like to improve.

2 Now re:

In a mome conversati you are un

3 Now re:

clear from

In a mome conversati you are un

4 Your tes

the class fr note in the

5 Next yo

through w language y



Conversation	2 or more people talk and listen.
Start	Get someone's attention. Tell or ask something.
	Call name, Call name, Sit on my shoulder, Give hand.
Continue	Keep conversation going by taking turns talking and listening.
	Ask, Answer, Add, Give a reason, Say something nice.
End	All done talking and listening.



Advanced One Thinking in English

Thinking in English

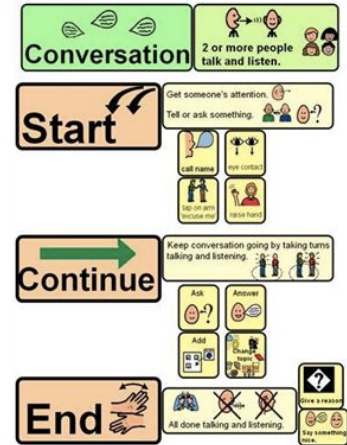
1 Look at the title of the article. What issues do you think it will address? You are going to discuss this question with your partner. First of all, imagine the conversation you are going to have with them in English. Make a note in the box of any language you are unsure about, or phrases you would like to improve.

2 Now read the text and see if the issues you discussed are mentioned in the text.

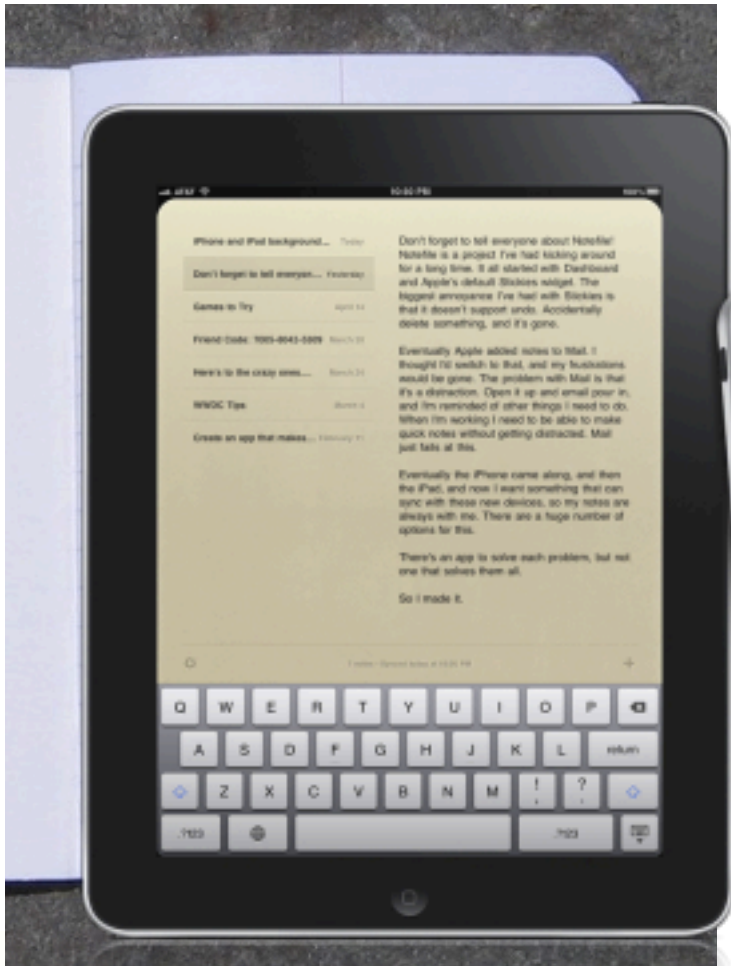
In a moment you will discuss your conclusions with a partner. First of all, think through the conversation you are going to have with them in English. Make a note in the box of any language you are unsure about, or phrases you would like to improve.

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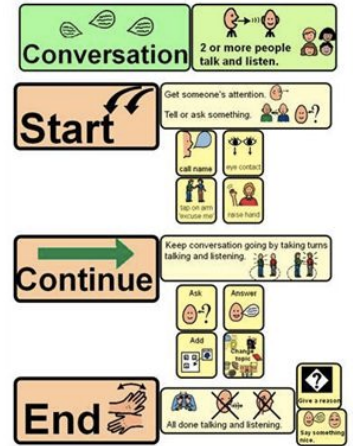
699 punctuation
! adjective ;
Language
= noun verb



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“?” punctuation
! adjective ;
Language
noun verb

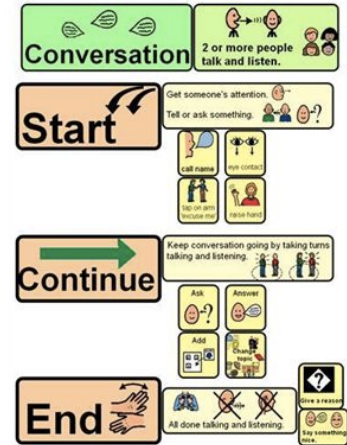


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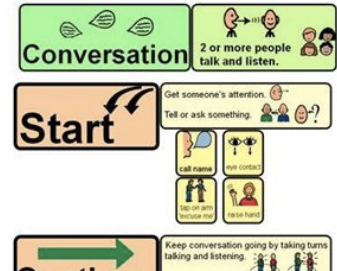
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FYI:

- Some sample query types to try: time word under keep.
- You can use part-of-speech categories in your query as in: verb time
Some you can use: [verb], [noun], [adj], [adv] and [prep].

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“ ” punctuation
! adjective ;

StringNet
avigator

think

Find patterns

Find similar words

[Search options](#)

+ **think as verb** (144858)

+ think as noun (220)

[next page](#)

No.	Chunks	Frequency	Examples (from BNC)	Parent (more general versions)	Child (more specific versions)	Expand (longer versions)	Contract (shorter versions)
1	no i do not think so	71	🔍	⬆️	⬇️	⬅️	⬅️
2	come to think of it	171	🔍	⬆️	⬇️	⬅️	⬅️
3	now i come to think of it	16	🔍	⬆️	⬇️	⬅️	⬅️
4	do you think that be [adj]	38	🔍	⬆️	⬇️	⬅️	⬅️
5	i do not think [pers pn] need	76	🔍	⬆️	⬇️	⬅️	⬅️
6	think twice about [v-ing]	46	🔍	⬆️	⬇️	⬅️	⬅️
7	do not bear thinking about	29	🔍	⬆️	⬇️	⬅️	⬅️
8	think of [indef pn] to say	56	🔍	⬆️	⬇️	⬅️	⬅️
9	try to think of	140	🔍	⬆️	⬇️	⬅️	⬅️
10	think carefully about	64	🔍	⬆️	⬇️	⬅️	⬅️

Bringing out the inner voice

“?” punctuation
! adjective

Conversation 2 or more people talk and listen.

Start Get someone's attention. Tell or ask something.

Call name. Call contact. Sit on my bottom. Use hand.

Keep conversation going by taking turns.

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think

Find patterns

Find similar words

[Search options](#)



+ think as verb (144858)

+ think as noun (220)

[next page](#)

No.	Chunks	Frequency	Examples (from BNC)	Parent (more general versions)	Child (more specific versions)	Expand (longer versions)	Contract (shorter versions)
1	i do not think [pers pn] [vb base]	598	🔍	⬆	⬇	⬅	⬅
2	think of [indef pn]	661	🔍	⬆	⬇	⬅	⬅
3	[pers pn] think [pers pn] be going	664	🔍	⬆	⬇	⬅	⬅
4	[pers pn] think [pers pn] would be	761	🔍	⬆	⬇	⬅	⬅
5	not think of	904	🔍	⬆	⬇	⬅	⬅
6	think [pers pn] be going [to-vb]	574	🔍	⬆	⬇	⬅	⬅
7	think [pers pn] should	1402	🔍	⬆	⬇	⬅	⬅
8	[pers pn] think of	2781	🔍	⬆	⬇	⬅	⬅
9	think [pers pn] be going	922	🔍	⬆	⬇	⬅	⬅
10	think [pers pn] would be	1152	🔍	⬆	⬇	⬅	⬅
...	⌋	⬆	⬇	⬅	⬅

Bringing out the inner voice

- 1 i do not think [pers pn] [vb base] 598
- 2 **think** of [indef pn] 661
- 3 [pers pn] **think** [pers pn] **be** going 664
- 4 [pers pn] **think** [pers pn] would be 761
- 5 not **think** of 904
- 6 **think** [pers pn] **be** going [to-vb] 574
- 7 **think** [pers pn] should
- 8 [pers pn] **think** of
- 9 **think** [pers pn] **be** going
- 10 **think** [pers pn] would be
- 11 **think** of [prep]
- 12 [pers pn] **be** **think** of
- 13 **think** of [pers pn]
- 14 **think** [pers pn] would
- 15 **think** of [pron]
- 16 **think** of [v-ing]
- 17 **think** [pers pn] **be** a [noun eg]

“ ” punctuation
! , ; : , - - - -

verb to-infinitive x

Words that can appear as the **[to-vb]** in:
[think \[pers pn\] be going \[to-vb\]](#)

Sort by: [spelling](#), [frequency](#),
[lemma spelling](#) or [lemma frequency](#)

word (185)	frequency (574)
to get	62
to have	44
to die	30
to do	28
to need	15
to take	13
to make	13
to hit	10
to kill	9

Conversation

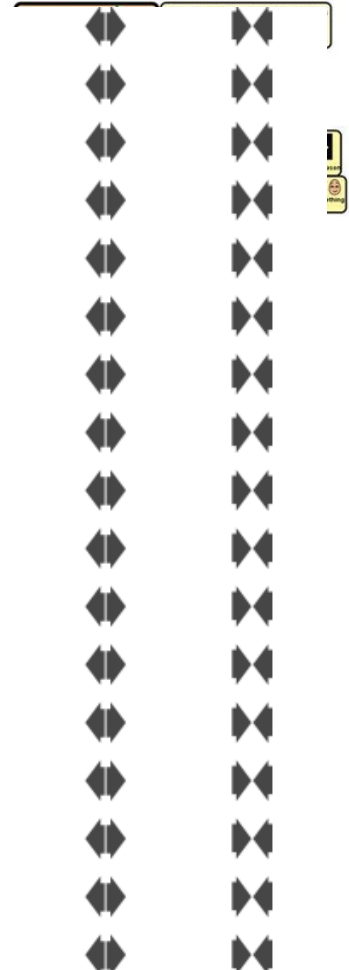
2 or more people talk and listen.

Start

Get someone's attention
 Tell or ask something

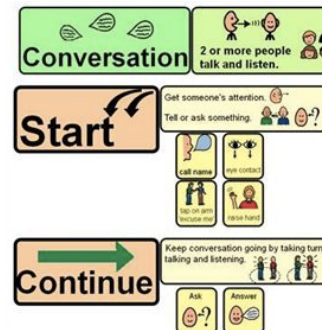
Call name
 Sit on arm
 Touch

Eye contact
 Touch hand



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“ ” punctuation
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Language



[next page](#)

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3	[pers pn] think [pers pn] be going	664	🔍	↑	↓	↔	↔
4	[pers pn] think [pers pn] would be				↓	↔	↔
5	not think of				↓	↔	↔
6	think [pers pn] be going [to-vb]				↓	↔	↔
7	think [pers pn] should				↓	↔	↔
8	[pers pn] think of				↓	↔	↔
9	think [pers pn] be going				↓	↔	↔
10	think [pers pn] would be				↓	↔	↔
11	think of [prep]				↓	↔	↔
12	[pers pn] be think of				↓	↔	↔
13	think of [pers pn]				↓	↔	↔
14	think [pers pn] would				↓	↔	↔
		4216	🔍	↑	↓	↔	↔

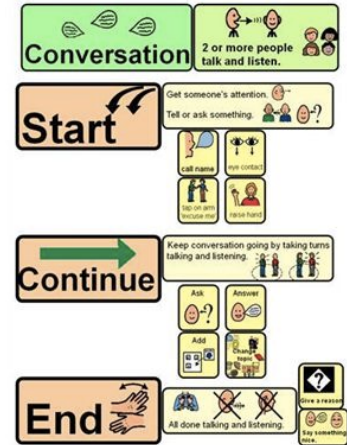
think as verb	
decided	19
saying	18
hope	18
to say	12
see	12
suppose	11
thinking	9
means	9
feel	9
felt	8
imagine	8
known	7
realise	7
believe	7

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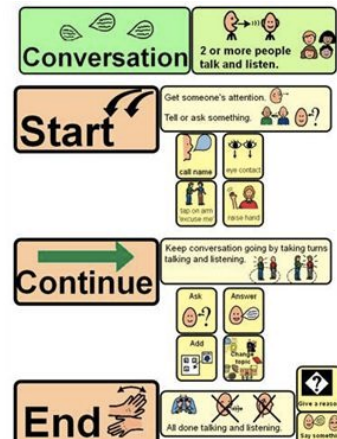
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FYI:

- Some sample query types to try: time word under keep.
- You can use part-of-speech categories in your query as in: verb time
Some you can use: [verb], [noun], [adj], [adv] and [prep].

Bringing out the inner voice

“ ” punctuation
 ! adjective ;
 Language
 not invert



[next page](#)

No.	Chunks	Frequency	Word1	Word2	Examples (from BNC)	Parent (more general versions)	Child (more specific versions)	Expand (longer versions)	Contract (shorter versions)
1	i think i think mean ...	16	8	3	Q	↑	↓	↔	↔
2	i think mean ...	17	8	3	Q	↑	↓	↔	↔
3	[adv] i think mean ...	12	5	3	Q	↑	↓	↔	↔
4	that is exactly what i think mean ...	16	2	3	Q	↑	↓	↔	↔
5	[coord] be not think mean ...	26	4	3	Q	↑	↓	↔	↔
6	[noun] do not think mean	20	5	3	Q	↑	↓	↔	↔

› Bringing out the inner voice

How to bring it out?

Sensitivity

Praise

Reassurance

Slowly but surely

Low expectations



➤ Bringing out the inner voice



Planning skills

Research skills

Language skills

➤ Bringing out the inner voice



Advanced One



Day of the week	Think of 3 good things that happened to you today. How do they make you feel?	Think of one thing you would like to have done differently today. What would you have changed?	Think of two things you are looking forward to tomorrow. How do you think they will turn out?
Sunday			
Language notes			
Monday			

Language notes



Bringing out the inner voice

Advanced One Thinking in English

The Week in English



In an average week, how many hours does your partner spend doing these things in English?

Reading	Listening	Speaking	Writing	Thinking

How do they do it? What are their favourite ways of practising these things?

Reading	Listening	Speaking	Writing	Thinking



Advanced One Thinking in English

The Week in English



1. Look through the...

Why...

--

2. In...

--

3. Which of your classmates' ideas would you like to try out?

--

--	--	--	--	--	--

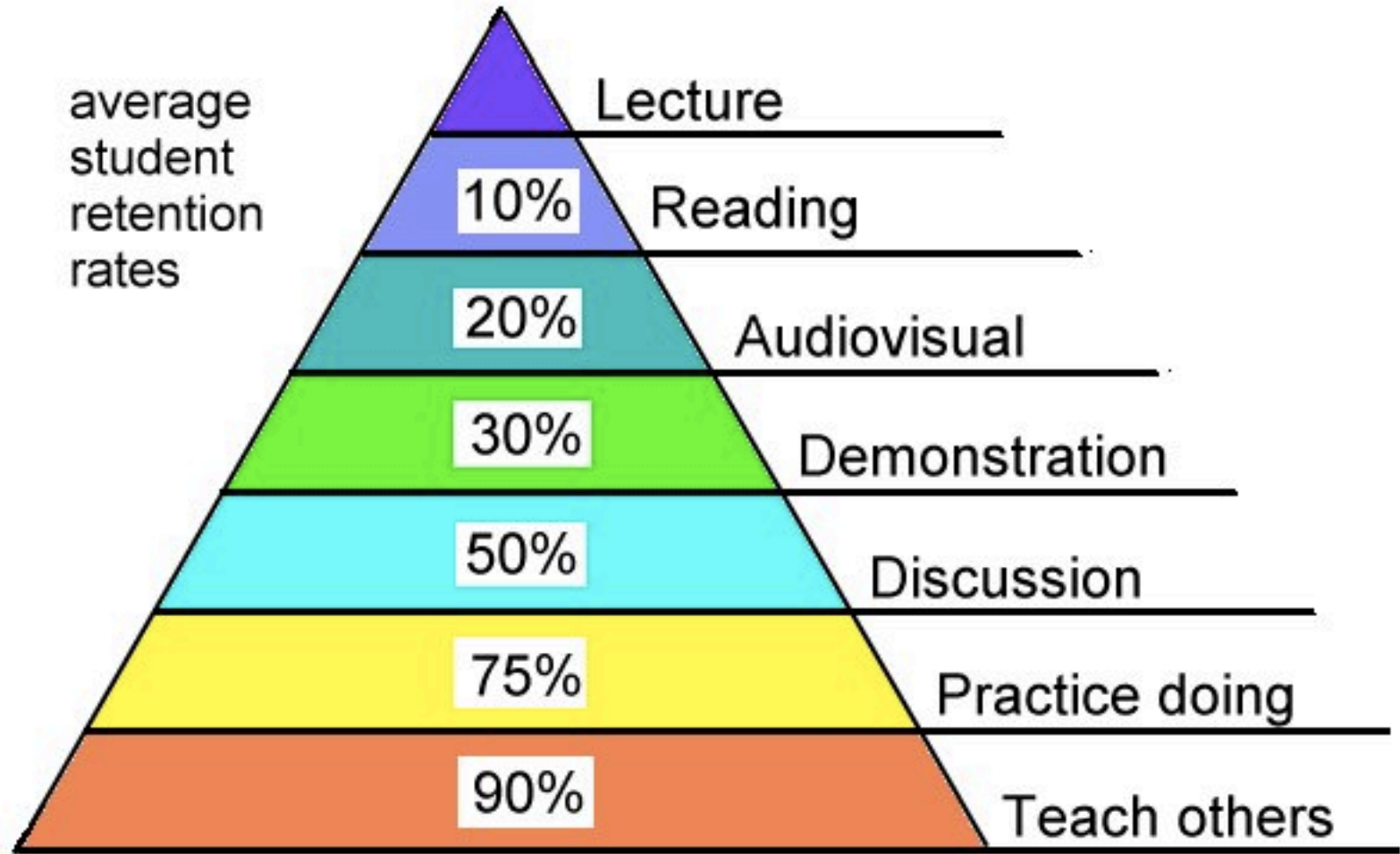
1 Look at the above task. Your partner is going to ask for the same information from you. Think through what you are going to say to them. Make a note in the box of any language you are unsure about, or phrases you would like to improve.

--

Which of your classmates' ideas would you like to try out?

--	--	--	--	--

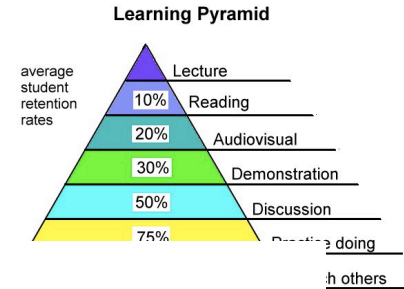
Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Bringing out the inner voice

Advanced One Anecdotes



Did the anecdote teller use the following devices:

Did
Intr
Did

Example

Repetition _____

Simile _____

Change in word order _____

Direct speech or thought _____

Exaggeration _____

Detail _____

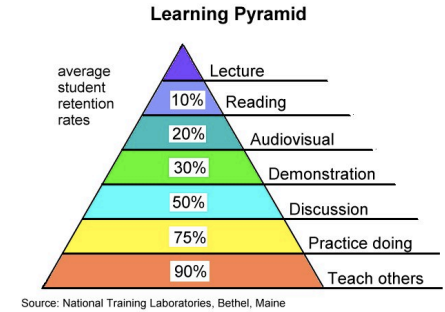
Participle clauses _____

Stress _____

Pausing _____

Silly voices _____

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What did you learn today?

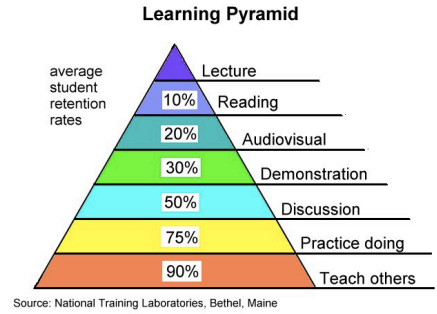
What did you enjoy about the lesson?

Why did we do each of the stages?

What comes next?

How will you use these things in your lives?

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Bringing out the inner voice

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Thanks for coming – keep in touch!

Macmillan Conference

Montevideo, 17/05/14



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