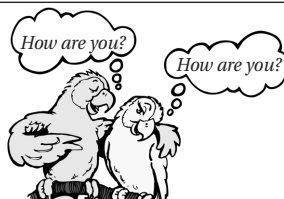


Skill sheet 1 *Shadowing—many ways.*

Shadowing means repeating what you hear.
Why shadow?

- It helps you to speak English.
- It is “active listening.”
- It is easy. You will have success!



Types of shadowing:

There are many ways to shadow.
Try some of these.

1 Full shadowing.

Say everything you hear. Use this in English class, not in “the real world.”



2 Slash shadowing.

This is like full shadow but with pauses. This gives you more time to shadow.
Use this in class. It is easier than full shadowing.



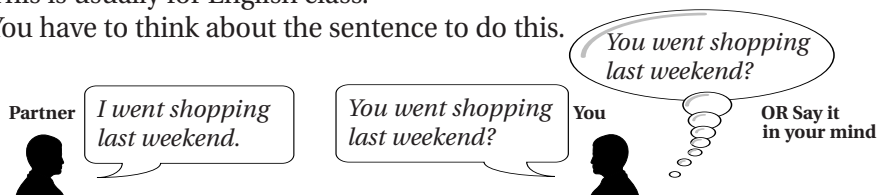
3 “Key word/last word” shadowing

Say the most important words.
Say the last words.
Use this often!
It shows you are listening.



4 “About you” shadowing.

Say what you hear. Change “I” to “you.”
This is usually for English class.
You have to think about the sentence to do this.



Skill sheet 2 *Pronunciation & fluency practice*

Q *uestion: Where does pronunciation begin?*



mouth



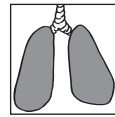
teeth



tongue

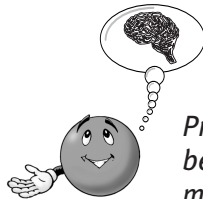


lips



lungs

A *nswer:*



*Pronunciation
begins in your
mind.*

1 Look at the Extra Listening pages in the back of your book. Listen. Write the words.

2  Listen to one part.

Play one sentence.

Say it silently (No sound).

In your mind, listen. Does your pronunciation sound the same?

Do this for all the sentences in that part.

3  Play it again.

This time, say the sentence aloud.

Does your voice sound the same as the CD?



Difficult sentence?

Practice from the end:

1. ...from the end.

2. ...Practice from the end.

3. Difficult sentence. Practice from the end.

4 Now play all the parts again. Shadow (say the sentence with the CD).

Does your pronunciation sound the same?

Do this with all the parts.



*Do this for 5 or 10 minutes
every day.*

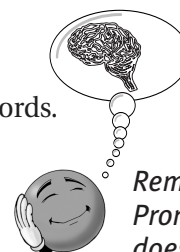
*You'll make A LOT of
progress.*

Skill sheet 3 *Pronunciation practice ideas*

Here are some ways to improve pronunciation.

1 Silent listen & repeat.

1. Look at the **Extra Listening** pages in the back of your book. Listen. Write the words.
2. 🎧 Listen. Play one sentence. Repeat it silently (No sound).
“Listen” in your mind.
3. 🔊 Listen again. Say the sentence out loud.



*Remember.
Pronunciation
doesn't start in your
mouth.
It starts in your
mind.*

2 Catch the stress.

- Use the script pages.
1. Listen. Underline the stressed (loudest) words/part of words.
 2. Listen again. Read along. Say the stressed parts louder.

3 Rhythm talk.

1. Use the script pages. Listen. Stop after each sentence.
Match the rhythm. Tap your fingers.
2. Listen again. As you listen, tap your fingers.
Say the words. Listen to your rhythm.



*Do you want good pronunciation?
Listen to the stress and rhythm.*

4 Nonsense words.

1. Listen. Stop after each sentence.
Repeat, but don't say the words.
Say “la” Try to match the rhythm.
2. Play all of part 1.
Shadow (repeat at the same time) with “la.”
3. Now shadow with the real words. Match the rhythm.



*Match the rhythm.
La la la la.*

5 Rubber band man.

1. Get a very large rubber band.
2. Listen. Repeat the words. As you do, stretch the rubber band in rhythm.
This will help you “feel” the pronunciation.



Skill sheet 4 *Making vocabulary cards*

Making vocabulary cards

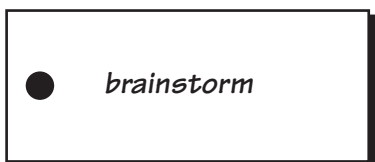
1 Get vocabulary cards on a ring. You will want at least two rings. Maybe more.

Let's use this word for an example: *brainstorm*
It means "to think of many ideas quickly."



Use vocabulary cards to review new words.
Here are some ideas:

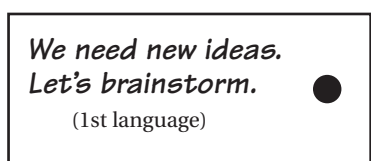
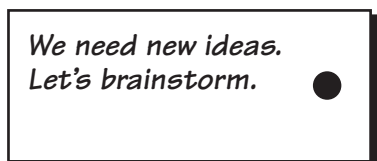
2 On the front of the card, write the word.



Don't write anything else on the front.

- On the back of the card, there are several things you can do.

3 Write a sentence that uses the word. Or write a definition.



4 Draw a picture that helps you remember.

5 You can write the translation, too.

Now practice with your cards.

6 Look at the word. Can you...

- remember the meaning?
- think of a sentence that shows the meaning?
- remember the picture?
- close your eyes and spell the word?

7 Review your cards at least once every day.

8 When some words get easy to remember, move them to the other ring.

Review them about twice a week.

- Some people like to have several sets of cards:

Review some daily. Review some weekly. Review some less often.



But do review!

Skill sheet 5 *Vocabulary card practice ideas*

Make vocabulary cards. See Skill sheet #4.

1 Divide your cards. Make 4 sets.



- Set 1. New words. Review at least 1 time a day.*
- Set 2. I know, but not so well. Review 2 or 3 times a week.*
- Set 3. I know these now. Review 1 time a week.*
- Set 4. I really know these. Review 2 times a month.*

2 Ways to review your card sets.

- Look at the English word. Can you remember it in your first language?
- Look at the first language word. Can you remember the English?
- Look at the English word. Can you use it in a sentence?

Review with friends.

3 Find the word.

1. Work in groups of 2–4. Put all the cards on a table.
You can see all the words.
2. One person gives a hint. Partners, try to find the word.



Hints can be words or sentences:

- *Read → book*
- *I want to read a (blank).*

4 Password.

1. Work in groups of 2: A1, A2, B1, B2.
2. Divide the word cards into two sets. A1 and B1 get one set. A2 and B2 get the other.
3. A1 and B1 look at one card. A1 gives a hint to A2. Can A2 guess?
Yes? A team gets one point.
B starts the next game.
No? B1 gives a hint to B2.
B2 guesses.

5 Make a story.

1. Work in teams of 2–4. Put all the cards on a table.
You can see all the words.
2. One person starts a story. The story used one of the words.
3. Any player can say the next sentence(s). Use one or more of the words.
4. Keep going. Make a long story.
5. Cover the word cards. Tell the story again. How many of the words do you use?



*The way to “grow”
your vocabulary is to
use it. Keep going!*

Skill sheet 6 *Grammar practice ideas*

1 Grammar search.

1. Look at the Language Check page for the unit you are studying.

Notice the key grammar point for the unit.

2. Now, look at the unit from the beginning to the end.

How many times can you find the grammar point?

Underline each one you see.



This helps you notice grammar. Noticing helps you learn more.

2 Back translation.

1. Look at the Language Check page.

2. Write 5–8 sentences in English. Use the Grammar Check sentences as models.

Use your own ideas.

3. Now, translate your sentences into your first language. Write them on a separate piece of paper.

4. The next day, look at the first language sentences. Do NOT look at your English sentences yet.

Translate your first language sentences back to English.

5. Now look at both sets of English sentences. Are they the same?

Did you make mistakes the second time? Study those grammar points.

3 Talk to yourself—in English!

1. Look at the Language Check page.

Notice the grammar points.

2. Now, look out the window.

What do you see? Think of sentences in English. (Don't say them. Just think!)

Use the grammar point. Think of other sentences, too.



Talk to yourself (silently) in English. It means you can practice any time!

Examples:

English Firsthand Access

Unit 1: **Meeting people.** Look at people. What would you say?

Unit 2: **Instruction.** What are people doing? Think of instructions for their actions.

Unit 3: **Personal items.** What do you have in your bag? What is your room like?

English Firsthand Success

Unit 1: **Meeting people.** Look at people. What would you say if you met them?

Unit 2: **Fashion.** Look at people. What are they wearing?

Unit 3: **Health and Happiness.** Think about friends and family. How can they be healthy and happy?

English Firsthand 1

Unit 1: **Meeting people.** Look at people. What would you like to ask them?

Unit 2: **Descriptions.** Describe people's clothes and appearance.

Unit 3: **Schedules.** What is your daily schedule? How about on weekends?

English Firsthand 2








Unit 1: **About you.** If you were interviewed, what questions would you like? How would you answer?

Unit 2: **Emotion.** Look at people. How do you think they feel? Why? Imagine a story.

Unit 3: **Describing places.** Think of places in your area. Describe them.

Skill sheet 7 *Choose your level—up or down*

Learning English is flexible. You can easily change the level of any lesson you are studying. If a lesson is difficult, make it easier. If it is too easy, make it more challenging.

Book section	▼ Level down—easier	▲ Level up—more challenging
 Preview	<ul style="list-style-type: none"> • Study the words before class. Make vocabulary cards. • Look at the pictures. How many of these words do you already know? 	<ul style="list-style-type: none"> • Look at the words. How many other words can you add? Do you know words with the same or opposite meanings? (Alone or with a partner). • Close your book. How many can you remember?
 Listening	<ul style="list-style-type: none"> • Read the task before you listen. • Listen with a partner. Talk about what you DO understand. • (After you listen). Listen to the Audio CD. Touch the words and pictures as you hear them. • (After you listen). Do the Extra Listening in the back of your book. 	<ul style="list-style-type: none"> • As you listen, write 2–3 extra pieces of information for each item. • Try shadowing as you listen—see the “shadowing” Skill Sheet. (After you listen). • Listen to the Audio CD. Close your eyes. Imagine the conversations. • (After you listen). Do the Extra Listening practice in the back of your book. Then listen again. Can you notice the key vocabulary and grammar?
 Conversation	<ul style="list-style-type: none"> • Practice with a partner. When you speak, don’t look at the book. Look at your partner’s eyes. (This helps your memory). 	<ul style="list-style-type: none"> • Close your book. Have a similar conversation. Personalize and expand the conversation. • Close your book. Try to remember the conversation. Write it. Then check. (Alone or with a partner).
 Pairwork	<ul style="list-style-type: none"> • Spend extra time on Pronunciation and Think Time. This helps you notice: <ul style="list-style-type: none"> • What you want to say • How you will say it • When you finish, recycle the task. Do it again using the other page (A or B). It will be easier the second time. Your English will be better, too. 	<ul style="list-style-type: none"> • Say 2–3 extra sentences (ideas, more information, etc.) each turn. • Try shadowing your partner—see the “shadowing” Skill Sheet. • When you finish, close your books. How much information can you remember?
 Language Check	<ul style="list-style-type: none"> • Study the Grammar Target before you start. • Do it online (www.efcafe.com). Check your answers online. If you make a mistake, find the correct example in the Grammar Target. 	<ul style="list-style-type: none"> • Write one extra sentence for each grammar item. • Think of more words for the Vocabulary Check. • Study the grammar and vocabulary pages in the back of the book.
 Interaction	<ul style="list-style-type: none"> • Spend extra time on the Language Model and Think Time. This helps you notice: <ul style="list-style-type: none"> • What you want to say • How you will say it 	<ul style="list-style-type: none"> • Try to guess the missing words in the language model before listening. • Say more sentences. Say longer sentences. • Add more ideas to the Idea Box.
 Real Stories	<ul style="list-style-type: none"> • Listen once. Then read the story and write the missing words. Listen again to check. • Write Your Story (step 3) in your first language first. Then write it in English. 	<ul style="list-style-type: none"> • Write a longer story. • Submit your story at www.efcafe.com/ony-ourown.html.



You have access. You’re working on success. You’re using English, firsthand.

Skill sheet 8 *Maximize learners' speaking time!*

**The way students learn to speak English is by speaking English.
The more they speak, the more they learn.**

Learners should be speaking >75% of class time.

**These are six easy things that you can do.
They will increase your learners' English use and success.**

1 Simple instructions



1. Demonstrate instructions.
2. Use short sentences. (Goal: < 7 words per sentence.)
3. Pause. Give learners time to think and understand.

KISS: Keep It Short & Simple

2 Maximize pairwork & groupwork



1. Most of the time, learners should be talking to each other, not to the teacher.
2. Most speaking is for practice, not to "test their knowledge." Every learner needs *a lot* of practice.

3 Give them Think time



1. Demonstrate the task.
2. Then give 1-2 minutes of silence. They think: *What do I want to say? How will I say it?*
3. **Think Time** increases fluency, accuracy and vocabulary variety.

4 Warm-up



1. Use a quick warm-up *activity*.
2. *Activate* (remind) them of vocabulary they already know. You usually don't need to explain much.
3. Have learners speaking in pairs/groups within the first 5 minutes of class.

5 Focus on the target language



1. Help them notice the English they need for tasks.
2. Try **Pronunciation** practice to focus on target sentences before a task:
 - ① Listen once.
 - ② Listen & repeat *silently*. (They make a mental target).
 - ③ Listen & repeat aloud.

6 Personalize speaking



1. Have the students change the book. Include their ideas, experiences, opinions, lives.
2. This builds motivation and makes learning memorable.

Learners should be speaking >75% of class time.

Before class, check (✓) what you will do. After class, circle (○) what you did

1 Simple instructions

Demonstrate by ...

directing 2 or 3 students through the task. OR modeling the task yourself.

Give instructions by ...

reading the instructions directly from the book. OR

reading the "teacher's script" from the Teacher's Manual.

Pause after each instruction so students can think and understand.

2 Maximize pairwork & groupwork

More than half of the class is spent on pair or group activities.

Do warm-up tasks in pairs or groups.

Students practice the dialog in pairs.

Students spend time on pairwork and groupwork.

As students work, circulate. Help and note areas for more work.

3 Give them Think Time

Give learners 1 or 2 minutes of silent time

(a) after you demonstrate a task, but

(b) before they start.

Have students read instructions, examples, questions, etc. silently before they start.

play soft background music during (Think Time (audio CD, last 3 tracks).

4 A Warm-up

Do a warm-up ...

from the first page of the unit. OR from the Teacher's Manual. OR

by "recycling" a task from the last class.

The students do most of the talking.

Students are in pairs or small groups

5 Focus on the target language

Focus students' attention on the "target sentences," "language map," etc.

Do pronunciation work to focus them on the target forms.

Add a silent step to pronunciation practice. They form "mental targets."

Use an OHP or PowerPoint to combine visual and auditory input.

6 Personalize speaking

Students change "conversations." to their own ideas and experiences.

Students add their ideas to pairwork and groupwork.

Recycle speaking tasks by having students work with new partners.

7 Other classroom management ideas

Students change partners regularly. It builds in natural repetition and keeps things fresh.

Notice and point out positive behaviors.

Get learners' attention before you start speaking.

