

Students: listen

(Repeat Step 1 with a different word/picture.)

## Step 2

Teacher: *Ready?*

## Step 3

Teacher: (gestures for Ss. to respond)

Students: ask question

Teacher: (gestures to self) answers question

(Repeat Step 3 using all the pictures, prompting the students to ask the question while the teacher answers. Change the picture each time the students ask the question.)

Note: If the students struggle with asking the question, stop and do a repetition drill with the question itself.

## Example

Teacher: (holds ? card and one picture; gestures to students.) *What's this?*

Teacher: (holds . card and same picture; gestures to self) *It's a sweater.*

Teacher: (holds ? card and a different picture; gestures to students.) *What's this?*

Teacher: (holds . card and same picture; gestures to self) *It's a coat.*

Students: listen

Teacher: *Ready?*

Teacher: (gestures for Ss. to respond)

Students: *What's this?*

Teacher: (gestures to self) *It's a sweater.*

(Repeat prompting the students to ask the question while the teacher answers using each of the different words/pictures.)

## Chain drill Procedure

The chain drill is a variation of the question and answer drill. One student is prompted to ask the question, and another student is prompted to answer. The question goes from one student to another, much like a chain, until all students have both asked and answered.

*Purpose:* Having students ask and answer each other allows the teacher to determine how well each student has mastered the material.

*Procedure:*

Teacher: (holding a picture) prompts Student 1 to ask question

Student 1: asks question

Teacher: prompts S2 to answer

Student 2: answers question (according to picture shown)

(Move the chain)

Teacher: (holding a different picture) prompts S2 to ask question

Student 2: asks question

Teacher: prompts S3 to answer

Student 3: answers question (according to picture shown)

Continue the chain until all students have had a chance to both ask and answer questions at least once. Remember to *change the word/picture* that prompts the answers *each time* a student asks a question and another one answers. This keeps the question/answer pattern more like our natural way of speaking.

### Different ways to prompt questions and answers

- Show Student 1 the ? prompt card and show Student 2 the . prompt card. They will catch on quickly if you used those cards during the question/answer drill.
- Gesture to Student 1 and say *ask*. Gesture to Student 2 and say *answer*.
- Use the students' names: *Bill, ask; Mary, answer*.

Note: By the time the teacher conducts a chain drill, students have had considerable practice of both the question and the answers. There is no need for the teacher to continue to model those *unless the students are struggling*. If they are, the teacher should go back to group practice with the question/answer drill until the students are ready for the chain drill.

### Example:

Teacher: Prompts Juan to ask the question.

Juan: *What's this?*

Teacher: Prompts Carmella to answer.

Carmella: *It's a sweater.*

Teacher: Prompts Carmella to ask the question.

Carmella: *What's this?*

Teacher: Prompts Roberto to answer.

Roberto: *It's a coat.*

Continue this chain until all students have asked and answered questions at least once. It is fine if the students take up the sequence without further directions. If a student needs help, prompt him.

## SUGGESTIONS FOR CONDUCTING BASIC VOCABULARY EXERCISES

Here are some suggestions for making your basic vocabulary exercises effective.

- Speak naturally. Do not slow down or elongate words or sentences. The students need to hear the language as they will hear it used outside of class.
- Be consistent in your pronunciation. Try not to vary the rhythm, stress, or intonation of the words or sentences. There is a tendency to do this for the sake of variety. However, the students need to hear a consistent model.
- Conduct the exercises briskly. Move smoothly and quickly from one exercise to the next. This helps to keep the students' interest, makes effective use of your time, and shows that you are prepared.
- Vary the order of the words presented in the exercises.
- Review the words and sentences throughout the exercises.
- Encourage the students verbally. Language learning is difficult. Frequent encouragement provides a positive learning environment. It helps the students feel that the effort that they invest will produce results and helps them to keep working at the task.