

**Step 2:**

*Purpose:* alerts students to repeat what the teacher says when it's time.

*Procedure:*

Teacher: says the vocabulary word gesturing to him or herself, and then repeats the vocabulary word while gesturing to the students, demonstrating that the students will repeat what the teacher said.

Students: listen

**Step 3:**

*Purpose:* lets students know it is time to start repeating the teacher's model

*Procedure:*

Teacher: says, "Ready," as a signal that he has stopped modeling and the student will repeat what was said.

Students: listen

**Step 4:**

*Purpose:* gives students practice saying the word.

*Procedure:*

Teacher: says the word and gestures for students to repeat the word.

Students: Repeat the word

(Repeat Step 4 three or four times with one word. Then start over with Step 1 using a different vocabulary word. Continue this procedure until all new words have been practiced.)

**Example:**

Teacher: *sweater* (Holds picture, repeats 5 or 6 times)

Students: (Listen)

Teacher: *sweater* (Gestures to herself)

Teacher: *sweater* (Gestures to students)

Students: (Listen)

Teacher: says *Ready?*

Teacher: *sweater* (gestures to self)

Teacher: (gestures to students)

Students: *sweater* (Repeat this last sequence 3 or 4 times.)

**4. Practice reading and writing the new words**

ESL students like to see the words they are learning. This adds a visual element to help them remember new words and helps them practice reading and writing. However, it is best to introduce the words orally before they see the words in a written form.

A simple exercise called dictation guides the students to practice the reading and writing of the vocabulary words.

 **Dictation**

*Purpose of Steps 1-3:* introduces the student to the written form of each word and connects each written form to its corresponding sounds.

**Step 1:**

*Procedure:*

Teacher: writes the words on a board in a numbered list form.

**Step 2:**

*Procedure:*

Teacher: indicates that the students should copy the words on a piece of notebook paper.

Students: write the numbers and words

**Step 3:**

*Procedure:*

Teacher: points to a number, says the number, and then points to the word and says the word.

Students: repeat the number and word.

(Continue Step 3 until all numbers and words have been repeated.)

**Step 4:**

*Purpose:* verifies students can identify a word they hear as they choose the number next to the written form of the word. To be effective, the teacher should only say the word and not point to any words or numbers on the board.

*Procedure:*

Teacher: (gestures to self) says a word out of sequence

Teacher: (gestures to students) says the corresponding number

Students: listen

Teacher: (gestures to self) says a different word out of sequence

Teacher: (gestures to students) says the corresponding number

Students: listen

Teacher: says *Ready?*

Teacher: (gestures to self) says word out of sequence but does NOT point to it

Teacher: gestures to students

Students: say the corresponding number

(Repeat this last exchange until all words and corresponding numbers have been said.)

**Step 5:**

Step 5 reverses what was done in Step 4

*Purpose:* checks to see if students can produce the correct sounds of words when looking at their written forms—read what is written.

*Procedure:*

Teacher: (gestures to self) says a number out of sequence

Teacher: (gestures to students) says corresponding word

Students: listen

Teacher: (gestures to self) says a different number out of sequence

Teacher: (gestures to students) says corresponding word

Students: listen

Teacher: says *Ready?*

Teacher: (gestures to self) says a number out of sequence

Teacher: gestures to students

Students: respond with the corresponding word

(Repeat this last exchange until all numbers and corresponding words have been said.)

### **Step 6:**

*Purpose:* checks to see if students can write what they hear. *It's okay to leave the words written on the board* so students can spell them accurately, but it's *best not to point to the words at this time* unless students are struggling. You want to see if they can choose the correct word to write when they hear its sound, which shows that they are connecting the sounds and written forms correctly.

*Procedure:*

Teacher: asks students to write numbers on a blank paper (the number of vocabulary words)

Students: write numbers

Teacher: says the words out of sequence

Students: write words as the teacher says them

## **SENTENCES USING NEW VOCABULARY**

ESL students need to learn how to use their new vocabulary words in simple statements. For beginner and intermediate students, the teacher needs to select these sentences from the ESL textbook dialogues and conversations.

### **1. Hearing and saying the new words in statements**

#### **Repetition of Sentences Procedure**

##### **Step 1—Set the Pattern**

*Purpose:* helps the students grasp what the drill is intended to teach, and to recognize that the same sentence pattern can be used for each vocabulary word. Setting the pattern step should be repeated for each different sentence pattern in a lesson. Some lessons may only have one sentence pattern; others may have two or more.

*Procedure:*

Teacher: says the sentence pattern using several of the vocabulary words and showing the pictures/objects

Students: listen

##### **Step 2**

*Purpose:* allows students to hear and begin processing the whole sentence, using one new word at a time

*Procedure:*

Teacher: says sentence 2 or 3 times with one vocabulary word

Students: listen