

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

Step 3

Purpose: alerts students they will repeat the sentence when it's time.

Procedure:

Teacher: (gestures to self) says the sentence

Teacher: (gestures to students) says the sentence

Students: listen

Step 4

Purpose: alerts students it's time to start repeating.

Teacher: *Ready?*

Students: listen

Step 5

Purpose: gives students the repetition needed to master the material.

Procedure:

Teacher: (gestures for students to respond) says sentence

Students: repeat sentence

(Repeat Step 5 three to four times)

(Then go back and do Steps 3-5 *with each vocabulary word.*)

Example:

Teacher: *It's a sweater.*

(change picture/object) *It's a glove.*

(change picture/object) *It's a coat.*

Teacher: *It's a sweater.* (Repeats 2 or 3 times)

Students: (Listen)

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

Teacher: (Gestures to students) *It's a sweater.*

Teacher: *Ready?*

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

Teacher: (Gestures to students)

Students: *It's a sweater.*

(Repeat this last sequence 3 or 4 times)

2. Additional practice of new words in statements

Substitution Drill

The substitution drill naturally follows the repetition drill with sentences. It helps students continue to comprehend and practice basic sentence patterns, with the added benefit of reduced “teacher talk.” After the teacher has modeled a pattern numerous times during the repetition drill, he can prompt students—by saying just one word or phrase from the sentence—to continue practicing the whole sentence pattern.