

Nuts and bolts and drills

20 May 2006 Masterclass workshops

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A: Basic drills

1. Back and front chaining/chorus and individual

Back and front chaining are useful for a sentence containing a grammar structure to be practised and for practising connected speech.

Chorus work first always increases everyone's confidence. Choose your most confident student next for individual work rather than immediately singling out the student with problems so it is modelled by someone else as well. Preferably the same nationality.

2. Prompts

The prompt is the simplest one and useful when one word or group of words is to be concentrated on. There is the single prompt and the double prompt. Obviously the double prompt is harder so start slower and speed up to normal speed.

3. Transformation

You always need to run through this drill first, in your head visualising it, mumbling away to yourself somewhere not too conspicuous, silently mouthing the words and practising the gestures simultaneously. It takes effort but the rewards are the immediate improvement and fun generated.

Verbs and tenses / singular or plural subject / countable or not / article a or an

This is also useful for making questions and is prompted with a sentence then the question word. "I was going somewhere." "WHERE" Hands indicate your turn.

Sometimes there is more than one prompt word .

B: Other drills

1. Addition chain with revision

a) body parts:

Stand in a circle, the teacher starts first and everybody copies the touching of the body part as they say the word (and this helps prompt students who forget as well.)
eg Touch your nose! Everybody! (Touch your nose!) The strongest student on the left or right adds a new part after repeating alone, "Touch your nose, touch your ear!"
"Everybody, touch your nose, touch your ear!"

Next student, "Touch your nose, touch your ear, touch your neck!" Etc

b) Vocabulary categories:

"Yesterday, I went to the library, (the pub, the supermarket, the park, the zoo, etc)
...(a dairy, a restaurant, a boutique, a shoe shop, a fast food shop, a food court etc)
I've never been to India, (Portugal, Egypt, China etc)

2. Visuals

Seat students in a circle facing out and give each student one picture, or a word written large on a large piece of paper, to hold on their lap and keep a lot in reserve. The teacher does not have a seat. Write on the board:

I wanted to go fishing, or sky diving or _____ at the weekend but I didn't have enough MONEY. Walk around the outside and name the words or pictures you see as you walk. Students must move to a new clockwise seat AFTER you say the word MONEY and the walker must find a new seat. Those who move the wrong way or move before the last word become the walker. Slowly delete the words from the board.

I went shopping yesterday and I bought ____, __ and _____ ,then I dropped THEM.
Think of your own sentence and grammar structure.

How to drill

Use gesture, order form (imperative) and keep it simple.

eg Listen and repeat! (Backchaining and front chaining)

Listen carefully!

I say....You say....I say.... You say....OK! Let's try!

Together!

(Sami! Akiko! Min Ju!) - names for individual check,

Never just do the drill once. Challenge them to speak as close as possible to natural speed with connected speech focus.

Great but again! Good but one more time! Last time!

Last time! C'mon, (you can do better than that! You can go faster!)

Body language:

1. (You say...) with both hands facing them.

2. (I say....) with both hands facing yourself.

3. (Great but again! Good but one more time! Last time!

C'mon, you can do better than that! You can go faster!) Circling hands.

4. (Look!) Show sentence in the air and indicate beginning/start and the end. Best for substitution drill and some transformations.

5. (Together!) Hands move apart left and right, palms up. (Akiko!) Palm up, one hand.

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