

Repeating Drills

Straight

T: What are you planning to do this summer?

S: What are you planning to do this summer? **X3**

T: The coffee machine has been out for a week and a half.

S: The coffee machine has been out for a week and a half. **X3**



Together

T: I've been living in Tokyo for six years.

TS: I've been living in Tokyo for six years. **X3**

T: I left my wallet in the car.

TS: I left my wallet in the car. **X3**

Pieces

T: I've been going to the same gym for almost six years.

I've been going

S: I've been going

T: to the same gym

S: to the same gym

T: for almost six years.

S: for almost six years.

T: I've been going to the same gym

S: I've been going to the same gym

T: for almost six years.

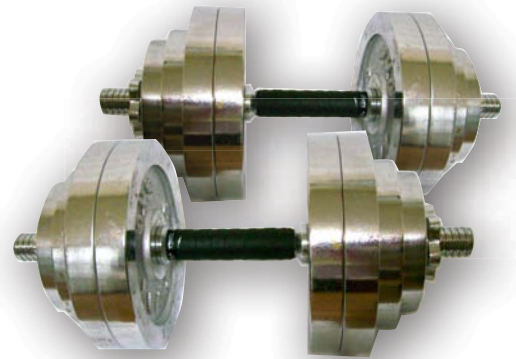
S: for almost six years.

T: to the same gym for almost six years.

S: to the same gym for almost six years.

T: I've been going to the same gym for almost six years.

S: I've been going to the same gym for almost six years.



Back Off Together

T: Did you get a chance to check on that phone number for me?

TS: Did you get a chance to check on that phone number for me?

TS: Did you get a chance to check on that phone number

S: for me?

TS: Did you get a chance to check on

S: that phone number for me?

TS: Did you get a chance

S: to check on that phone number for me?

TS: Did you

S: get a chance to check on that phone number for me?

S: Did you get a chance to check on that phone number for me?



Drills - What vs How

All drills involve repeating. What we have the students repeat is only part of what makes a drill effective. Another major factor is **how** we have people repeat. This worksheet goes over several, (but certainly not all) different ways of doing repeat drills.

Straight

Straight drills are pretty easy to understand. The teacher says the sentence, the students repeat it again and again until they have it down and then we move on. This can be done either as a short interruption when an error is heard or to introduce new language for the day's class.

Together

This is not unlike the straight drill. The difference here is that the teacher and student are talking at the same time. The teacher may vary speed going slower or faster in order to make the drill easier or more challenging for the student or to work on the student's pronunciation, speed and accuracy.

Pieces

This is something I do very naturally but which I've been complimented on by students especially when it comes to longer sentences. It's not always easy to get the whole sentence out in one go. Breaking the sentence into pieced based on the clauses, phrases etc. makes it easier for some students to grasp the structure and meaning more easily.

Back Off Together

This builds independence from the teacher through the drills. Start off saying the sentence together but then back off bit by bit. When doing this, each time you back off, the student becomes more and more independent.

How to use the worksheet.

- 1. Practice the drills with your coworkers. Try to come up with your own variations.**
- 2. Start using the drills in your own classes.**

Credit

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