

part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. This also directs more student attention to the end of the sentence, where new information typically occurs.

3. Repetition Drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

4. Chain Drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues.

5. Single-slot Substitution Drill

The teacher says a line, usually from the dialogue. Next, the teacher says a word or a phrase (called the cue). The students repeat the line the teacher has given them, substituting the cue into the line in its proper place.

6. Multiple-slot Substitution Drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialogue line.

7. Transformation Drill

Examples of transformations to ask of students are: changing a statement into a negative or question, an active sentence into a passive one, or direct speech into reported speech.

8. Question-and-answer Drill

The students should answer the teacher's questions very quickly.

9. Use of Minimal Pairs

The teacher works with pairs of words which differ in only one sound; for example, ship/sheep.’ Students are first asked to perceive the difference between the two words and later to be able to say the two words.