## BACKWARD BUILDUP

If student has trouble repeating a complete sentence as modeled, start by using the last phrase of the sentence.

He starts/ to work/ at six o'clock/ on Monday morning.

T- "... on Monday morning."
S — "... on Monday morning."
T — "... at six o’clock on Monday morning."
S - "... at six o’clock on Monday morning."
T — "... to work at six o'clock on Monday morning."
S — "... to work at six o'clock on Monday morning."
T — "He starts to work at six o’clock on Monday morning."

## COMPLETION DRILL

Gives students additional practice in forming correct sentences and provides a chance for creativity.

T — "I went shopping and bought...."
S - "I went shopping and bought five apples."

A small group can continue around the circle in a chain drill with each student adding another piece.
\#1 - "I went shopping and bought...."
\#2 - "I went shopping and bought five apples."
\#3 - "I went shopping and bought five apples and two oranges."
\#4 - "I went shopping and bought five apples, two oranges and a box of cereal."

- "I went shopping and bought..."



## CONTINUING STORY

To encourage more advanced students to speak spontaneously. Teacher begins, then leaves last sentence incomplete, as does each in his turn.

T — "I know an old man. He lives..."
S\#1 — "He lives across the street from us. He enjoys watching..."
S\#2 - "He enjoys watching the cars going by. He is..."
S\#3 - "He is very poor but he always smiles and says hello."

T — "I bought a used car. It is a..."
S\#1 — "It is a 1982 Chevy, four door. It's in good condition except..."

S\#2 - "Except it has a bit of rust. It also needs..."

S\#3 - "It needs some new tires and a muffler."

