Substitution drills

In this type of drill, different parts of the drill are substituted while maintaining the same basic structure. Words and picture cues can be used to elicit the substitute utterance.

It can be quite challenging, but also rewarding, as learners create their own sentences. Vocabulary items, pronouns, verbs, adverbs etc, can all act as the substitute.

A substitution drill can be done chorally, but works particularly well when nominating individuals.

Example:
T:  I usually go to the supermarket on Friday.
Ls: I usually go to the supermarket on Friday.
T:  always
L1: I always go to the supermarket on Friday.
T:  Mosque
L2: I always go to the mosque on Friday.
T:  the park
L3: I always go the park on Friday.
T:  Monday
L4: I always go to the park on Monday.
T:  she
L5: She always goes to the park on Monday.
T:  Do you?
L6: Do you always go to the park on Monday?

Substitution drills can be as simple or as complex as are appropriate for the learners. To keep it simple use only one part of the sentence as the substitution (e.g. in the example you might only change the day of the week).
Substitution drills

Learners may take time to get used to this type of drill. Once they have mastered it, the drill can become more learner-centred with learners nominating each other and choosing the substitute word/phrase. Visual cues can also be used to focus on vocabulary.

E.g. I buy bread / milk / butter / cheese at the supermarket.

Substitution drills can be personalised so that the learners say what is true for them.

Example:
T: I want to buy a new car. Shamim?
S: I want to get a good job. Abdul?
A: I want to visit my sister.