




Pronunciation
and Spelling



Vocabulary
Building

Using Dictation

to Develop Pupils'
Listening and
Writing Skills



Note-taking
and
Writing Skills



Constructive
Feedback

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Curriculum Development Institute
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Preface

Using Dictation to Develop Pupils' Listening and Writing Skills is a resource package produced by the English Language Education Section, Curriculum Development Institute, the Education Bureau, the Hong Kong Special Administrative Region, in support of the *English Language Curriculum Guide (Primary 1-6)* (CDC, 2004).

Materials in this resource package are mainly based on the professional development programme, "Using Dictation to Develop Pupils' Listening and Writing Skills", conducted in the school years 2009/10 and 2010/11 as well as the tryouts conducted with pupils in various primary schools in Hong Kong.

Aims of the Resource Package

This resource package aims to clarify misconceptions about dictation, introduce the use of different dictation activities to help pupils develop effective learning strategies (e.g. phonics skills, vocabulary building skills and note-taking skills) and integrated language skills (e.g. listening and writing).

Contents of the Resource Package

The resource package contains the following:

➤ Handbook

- a set of PowerPoint slides with detailed explanatory notes on an introduction to dictation activities, effective dictation activities and frequently asked questions
- learning & teaching materials for different dictation activities
- useful references on conducting dictation activities

➤ CD-ROM

- the same set of materials as in the handbook
- an electronic version of the learning & teaching materials for different dictation activities (available in both the MS WORD format and the PDF format)
- audio clips of the listening texts

The resource package can also be accessed at the website of the English Language Education Section at http://www.edb.gov.hk/using_dictation_pri.

How can the Package be Used?

The resource package provides teachers with materials and suggestions for conducting different dictation activities to develop pupils' language skills. Schools could also use the materials to conduct in-house professional development programmes on dictation. To facilitate schools to do so, the key messages of the resource package are presented in the PowerPoint format. The set of PowerPoint slides comprises three parts as listed below with suggested time allocation for the in-house professional development programme:

	Parts	Time
1.	An Introduction to Dictation Activities	30 minutes
2.	Effective Dictation Activities	50 minutes
3.	Frequently Asked Questions	10 minutes

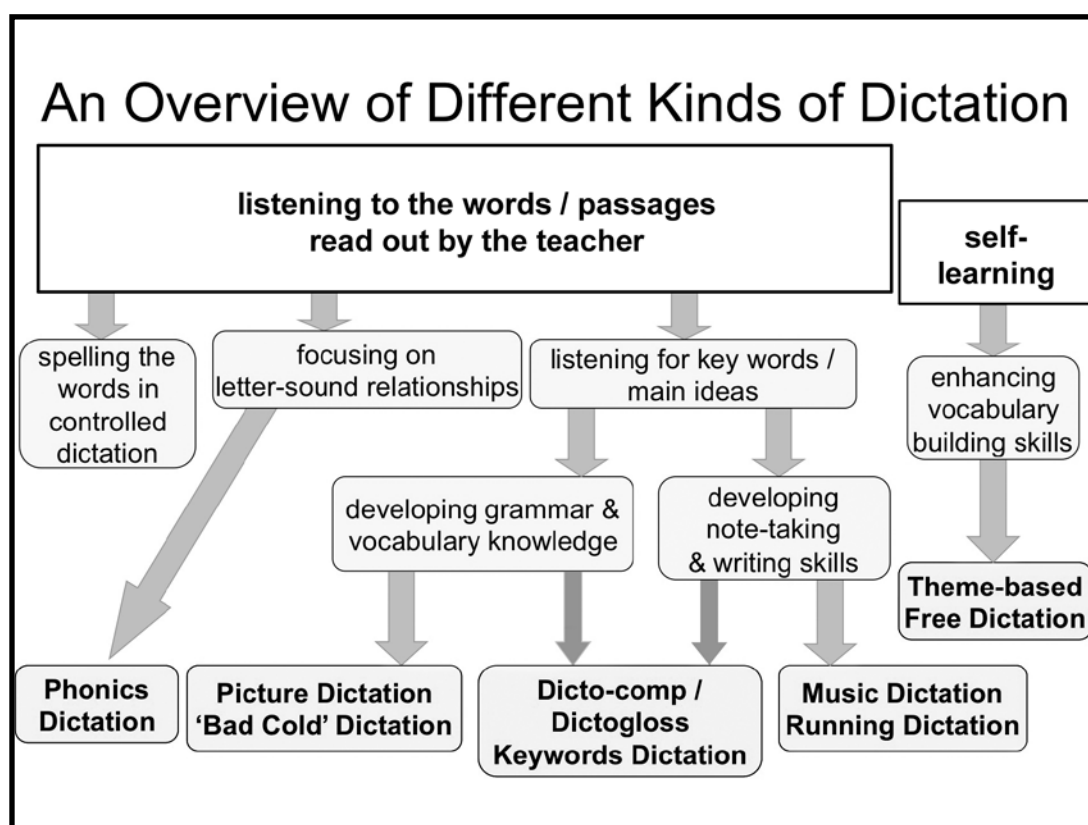
In Appendix A, learning & teaching materials for conducting different dictation activities are provided. Teachers are encouraged to make necessary adaptations to the materials to suit the needs and abilities of their pupils.

In Appendix B, a bibliography is provided to enhance teachers' professional development.

Acknowledgements

We would like to thank the following schools for their participation in the development and tryout of the tasks and activities included in this resource package:

- HHCKLA Buddhist Wisdom Primary School
- HKFYG Lee Shau Kee Primary School
- Po On Commercial Association Wan Ho Kan Primary School
- St. Anthony's School



Apart from the controlled listen-and-spell approach that is commonly used, different ways of conducting dictation are explored in this package to incorporate dictation in the daily learning and teaching activities to help pupils develop their integrative use of language skills.

Pupils' language skills can be developed progressively through the introduction of different dictation activities. At Key Stage One (KS1), **phonics dictation** can be conducted to raise pupils' awareness of letter-sound relationships and improve their spelling skills. **Picture dictation** can also be used at KS1 to encourage pupils to apply their grammar and vocabulary knowledge to draw pictures.

Theme-based free dictation can be introduced at both key stages to allow for greater autonomy in vocabulary learning and help pupils organise vocabulary items systematically. The other kinds of dictation, including **'Bad Cold' dictation**, **music dictation** and **running dictation**, could also be conducted at both key stages to enhance pupils' grammar knowledge and note-taking skills.

As pupils progress to Key Stage Two (KS2), **dicto-comp / dictogloss** could be conducted to provide opportunities for them to reconstruct texts by making use of the key words and notes they have taken. **Keywords dictation** could also be introduced at KS2 to develop pupils' writing skills. This is an effective way to encourage pupils to apply the target vocabulary in a new context.

By using different kinds of dictation as effective learning activities, teachers can move beyond assessing pupils' spelling and listening skills and develop pupils' grammar and vocabulary knowledge as well as note-taking and writing skills.



Part 1

An Introduction to Dictation Activities

Part 1: An Introduction to Dictation Activities

- 1) Purposes of Doing Dictation
- 2) Guiding Principles for Conducting Dictation
- 3) Strategies to Improve Pupils' Spelling and Note-taking Skills



Part 1 is an introduction to dictation activities and it covers three areas: the purposes of doing dictation, the guiding principles for conducting dictation and the strategies to improve pupils' spelling and note-taking skills.

1) Purposes of Doing Dictation

- Development of phonics skills
- Development of listening and note-taking skills
- Development of writing skills
- Promoting autonomy in language learning
- Promoting assessment for learning

According to the *English Language Curriculum Guide (Primary 1-6)* (CDC, 2004) (pp.174-178), dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills and writing skills.

Dictation can also be conducted to motivate learners and promote autonomy in language learning. After each dictation, teachers can analyse pupils' performance and make use of the assessment data to provide positive and constructive feedback to pupils. In other words, dictation can be used to promote assessment for learning.

1) Purposes of Doing Dictation

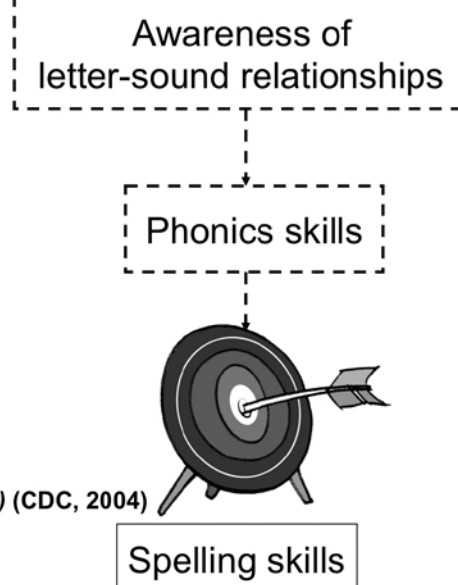
Development of phonics skills

- Dictation helps pupils develop phonics skills that facilitate pronunciation and spelling.

CG* p.175

*CG stands for

English Language Curriculum Guide (Primary 1-6) (CDC, 2004)



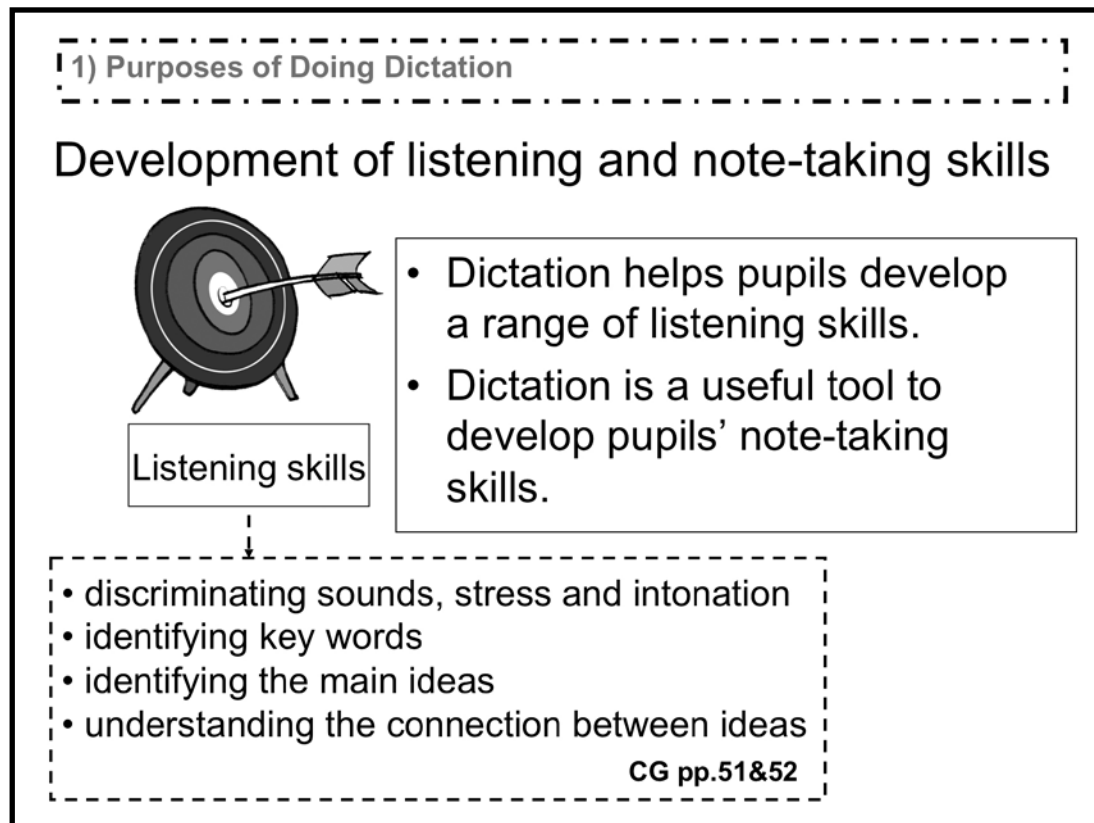
Dictation provides pupils with a good opportunity to apply the phonics skills they have learnt to spell new words. It also facilitates the development of pronunciation and spelling skills.

For pupils at an early stage of learning, more emphasis could be placed on their understanding of letter-sound relationships. They could be asked to fill in some letters representing the target sounds they hear. For example, pupils could be asked to listen to initial consonant blends and ending consonant blends that are not common in Cantonese (e.g. 'br' as in 'break', 'st' as in 'frst').

At a later stage, pupils could even be asked to provide rhyming words in short poems or other literary texts. For example, they can be asked to fill in the rhyming words when they listen to the teacher's reading of a poem called *Shell Secrets***.

**Reference

Education Department. (2000). *Let's Experience and Appreciate Poetry (LEAP)*.



Dictation is a useful activity to develop pupils' listening skills. In order to spell the words correctly, pupils need to discriminate between different consonant sounds (e.g. walk / talk), consonant blends (e.g. mask / mast) and vowel sounds (e.g. sit / sat).

For words with similar pronunciations, pupils have to make use of contextual clues to decide which words to write to suit the context, e.g. My brother does not like to eat meat (not meet).

Dictation is also a useful tool to develop pupils' note-taking skills. Teachers may provide pupils with different graphic organisers to help them take notes while listening. In the listening process, they could also be asked to pay attention to the connection between ideas supported by appropriate cohesive devices, e.g. I like painting, so I joined the Art Club.

1) Purposes of Doing Dictation

Development of writing skills

- By using dicto-comp / dictogloss, pupils can make use of the notes taken during listening to reconstruct texts and develop their writing skills.

CG p.177

Note-taking of key words

Applying language knowledge
in writing



Writing skills

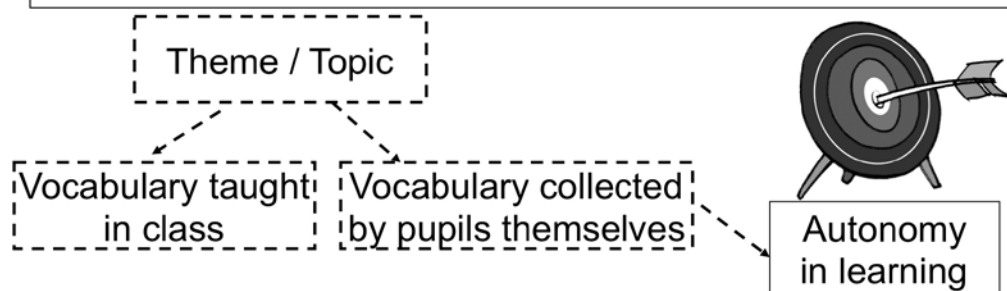
Apart from listening and note-taking skills, pupils' writing skills could also be developed through dicto-comp / dictogloss. In the process of doing dicto-comp / dictogloss, pupils are asked to note down key words while listening to the dictation passage, and then reconstruct the text using their language knowledge. This kind of dictation is particularly useful in helping pupils revisit the target vocabulary and apply their grammar knowledge in writing.

1) Purposes of Doing Dictation

Promoting autonomy in language learning

- Dictation can be used to promote self-learning.
- Pupils should be encouraged to collect more vocabulary related to the theme / topic they are learning.

CG pp.176&177



Apart from testing pupils' ability to spell the words learnt in the textbooks or readers under a certain theme or topic, dictation could also be used to promote autonomy in language learning. Pupils could be asked to collect more vocabulary related to the themes from other learning materials, such as picture dictionaries, readers and word walls. During dictation, opportunities could be provided for them to write as many words as possible. Bonus points could be given to enhance pupils' motivation.

1) Purposes of Doing Dictation

Promoting assessment for learning

- Dictation is a useful tool that helps teachers understand pupils' learning progress.
- Teachers should provide constructive **feedback** to pupils by analysing their problems and giving suggestions for improvement.

Identifying and analysing pupils' mistakes

Giving suggestions for improvement



Assessment for learning

Many pupils and parents merely consider the marks in dictation as an indicator of learners' performance in English language learning. In fact, dictation is more than a testing device. It is a useful tool for teachers to understand pupils' learning progress and facilitate assessment for learning.

After each dictation, appropriate feedback should be given to pupils to help them understand what their problems are and how they can improve next time. For example, teachers can draw pupils' attention to the use of phonics skills as well as knowledge about grammar and the context to spell and write the correct words. It is also useful to teach pupils what to pay attention to when they check their own work in dictation.

1) Purposes of Doing Dictation – Promoting assessment for learning

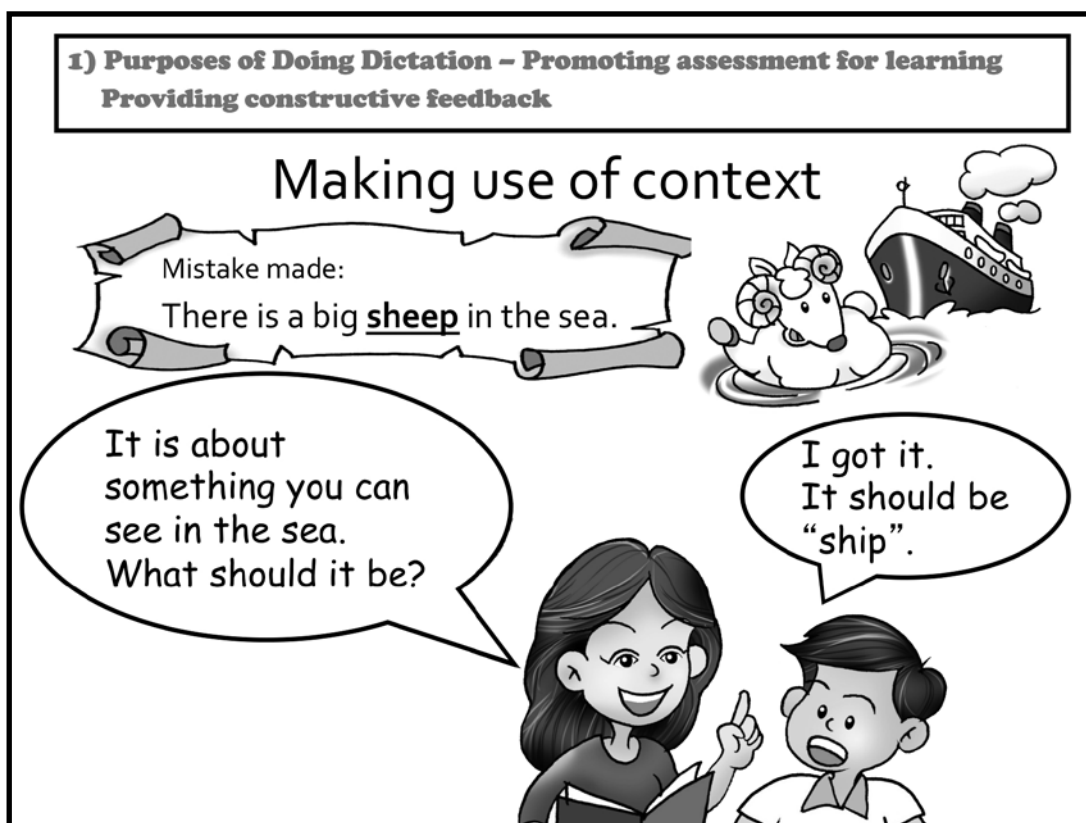
Providing constructive feedback

- Teachers should analyse pupils' mistakes and give suggestions for improvement by guiding pupils to make use of
 - **context**,
 - **grammar knowledge**, and
 - **phonics skills**in writing the words with accurate spelling.
- Teachers should design follow-up learning activities whenever appropriate to consolidate learning.

In providing constructive feedback to pupils, teachers should make use of context, grammar knowledge and phonics skills to guide them to analyse their mistakes.

Follow-up work should be conducted whenever appropriate to consolidate the learning of the target vocabulary and language items. Teachers may revisit the target language items with pupils by showing them the common mistakes and highlighting the correct usage. For instance, after conducting the picture dictation about fruit, it was found that many pupils were not aware of the use of plural nouns. They wrote, 'There are a few eggplant next to the carrot.' Also, some pupils could not spell plural nouns correctly and they wrote, 'There are a few mangos.' Teachers need to remind pupils to add an ending 's' to most nouns to change them into the plural form and explain the spelling rules for other plural nouns, e.g. mangoes, strawberries.

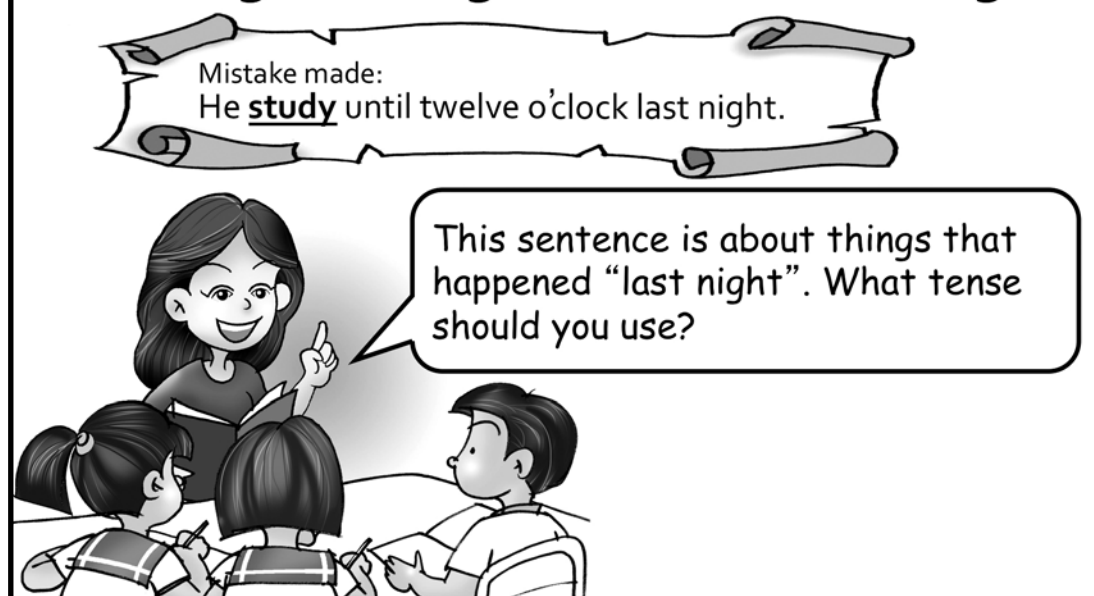
As for the confusing vocabulary items, teachers may highlight their pronunciations, meanings and parts of speech to help pupils use the correct vocabulary in context. For example, some pupils mixed up 'whole' and 'hole' in dictation. They wrote, 'He (Andrew) was tired for the hole day.' Teachers should ask pupils to think about the meanings of the two words and guide them to use contextual clues and their knowledge about the parts of speech to write the correct word, e.g. 'whole' is an adjective while 'hole' is a noun.



Pupils often mix up the words that sound the same or similar. Teachers can help pupils figure out the correct answer by making use of the context. In this sentence, the pupil wrote, 'There is a big sheep in the sea.' Teachers may ask, 'A sheep has thick wool and eats grass. Do you find it in the sea? If no, think about something you can see in the sea. What should it be?' With the help of the clue, pupils are guided to work out the answer.

1) Purposes of Doing Dictation – Promoting assessment for learning
Providing constructive feedback

Making use of grammar knowledge



Pupils may not get the correct verb form when they do not pay close attention to their teacher's reading out the text during dictation. They should be reminded to make use of their grammar knowledge to proofread their work. In this example, the pupil wrote, 'He study until twelve o'clock last night.' Teachers may ask, 'This sentence is about things that happened "last night". What tense should you use?' When the time marker is highlighted to pupils, they are reminded to use the correct tense.


1) Purposes of Doing Dictation – Promoting assessment for learning
Providing constructive feedback

Applying phonics skills in spelling

Mistake made:
 He gets up at seven o'cock.

o'clock

How do you spell the word “class”?...
 Now, listen to this word again,
 “o'clock”. Do “class” and “clock” begin
 with the same sound? Now try to
 apply your phonics skills and spell
 “o'clock”.



Many pupils spell the words incorrectly because they are not aware of the letter-sound relationships. Teachers should guide pupils to apply phonics skills to improve their spelling and pronunciation. In this example, the pupil wrote, ‘He gets up at seven o’cock.’ Teachers may remind pupils of some other familiar words that begin with the ‘cl’ sound and then ask them to apply their phonics skills to spell the word ‘o’clock’. For example, teachers may say, ‘How do you spell the word “class”? Do “class” and “clock” begin with the same sound? Now try to apply your phonics skills and spell “o’clock”.’

2) Guiding Principles for Conducting Dictation

- Design
- Coverage
- Frequency
- Weighting and Marking

Some guiding principles for conducting dictation are discussed here. These principles should not be new to teachers as they are extracted from the *English Language Curriculum Guide (Primary 1-6)* (CDC, 2004).

2) Guiding Principles for Conducting Dictation

Design

- Dictation should be **contextualised** to illustrate the communicative use of language and help pupils progress towards the Learning Targets.
- Dictation could be conducted in combination with **a range of activities** to develop pupils' language skills.

CG pp.176&177

Like all English learning activities, dictation should be contextualised to enable pupils to seek and process information, formulate responses and make connections. The meaningful and purposeful context allows pupils to apply grammar items and structures, and helps them progress towards the Learning Targets.

Apart from dictating words and sentences, teachers can also conduct a variety of activities in combination with dictation. For instance, in the dicto-comp / dictogloss example in LT 3.1 of Appendix A, after noting down the key words while listening to the story about Andrew, pupils are engaged in pair work to share their notes before they reconstruct the story individually. In this way, pupils will have the opportunities to practise various language skills.

2) Guiding Principles for Conducting Dictation

Coverage

- Not every word in the learning materials must be learnt by heart.
- Pupils should not be asked to study formulaic expressions or classroom instructions for dictation.
- Pupils should not be asked to spell the spoken form of the date in full words.

CG p.175

As for the coverage, teachers should remember that not every word in the learning materials must be learnt by heart as it is too demanding for pupils. To help pupils learn vocabulary more effectively, key words related to the topic and target language structures which pupils have a lot of chances to use in writing should be emphasised and included in dictation.

Formulaic expressions (e.g. I'm fine, thank you.) and classroom instructions (e.g. Pass the worksheets to the back.) should not be included in dictation because they are for daily conversation. In contexts where the same key words are used for other purposes (e.g. We will go on a hike if the weather is fine.), it would be appropriate for teachers to include them in dictation if they are the target vocabulary.

Besides, the spelling of the spoken form of dates in full words should be avoided as dates are not usually written in the same way when they are expressed orally.

2) Guiding Principles for Conducting Dictation

Frequency

- Teachers should not overburden pupils with excessive dictation as it may kill their interest in learning English and deprive them of the opportunities to engage in other meaningful English learning activities.

CG p.174

There is no fixed rule regarding the frequency of dictation. While dictation helps consolidate the learning of the target vocabulary, teachers should not overburden pupils with excessive dictation as it puts too much stress on pupils and kills their interest in learning English. The lesson time saved could then be spent on other meaningful activities to help pupils develop other language skills.

2) Guiding Principles for Conducting Dictation

Weighting and Marking

- Dictation should not take up more than 10% of the subject marks.
- Marks should not be deducted for repeated mistakes.
- **Bonus marks** can be given to promote autonomy in language learning.

CG pp.175&177

Since dictation reflects only a small part of pupils' performance in English language learning, it is recommended that dictation should not take up more than 10% of the English Language subject marks.

Marks should not be deducted for repeated mistakes as it is not appropriate for us to conclude that pupils who misspell the word five times have the same language ability as those who make mistakes in five different words.

When conducting theme-based free dictation, bonus marks can be given to promote self-learning and enhance pupils' motivation. It is not necessary to assign a full mark for dictation. Pupils should be encouraged to write as many words as they can that are related to the topic / theme.

3) Strategies to Improve Pupils' Spelling and Note-taking Skills

Spelling Skills

- Developing pupils' awareness of letter-sound relationships
- Dividing words into small parts
- Identifying affixes to root words
- Looking for letter patterns
- Highlighting problem parts
- Understanding the meanings of words

Note-taking Skills

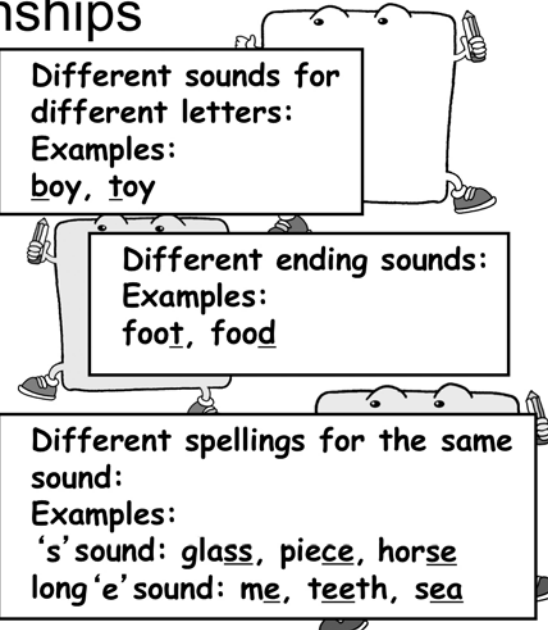
- Helping pupils understand the meanings of key words through demonstration
- Listening for key words
- Identifying main ideas and supporting details
- Using headings to organise ideas
- Using tables and other graphic organisers to organise ideas
- Using short forms, abbreviations, numbers and symbols to take notes

Strategies to improve pupils' spelling and note-taking skills are discussed here. Teachers should introduce these strategies to pupils explicitly and encourage them to apply these strategies in the daily learning and teaching process.

3) Strategies to Improve Pupils' Spelling Skills

Developing pupils' awareness of letter-sound relationships

- Draw pupils' attention to the **letter-sound relationships** and help them develop **phonics skills**.
- Let them try **pronouncing** new words using phonics skills instead of telling them the pronunciation right away.



Different sounds for different letters:
Examples:
boy, toy

Different ending sounds:
Examples:
foot, food

Different spellings for the same sound:
Examples:
's' sound: glass, piece, horse
long 'e' sound: me, teeth, sea

To help pupils understand the letter-sound relationships and develop phonics skills, teachers should let pupils know that there are different sounds for different letters. For example, the word 'boy' is made up of the consonant sound 'b' and the vowel sound 'oy'. Also, pupils often miss the ending sounds (e.g. the ending consonants 't' as in 'foot' and 'd' as in 'food') if they do not pay full attention. Teachers should alert pupils that a slight difference in sound will make a big difference in meaning.

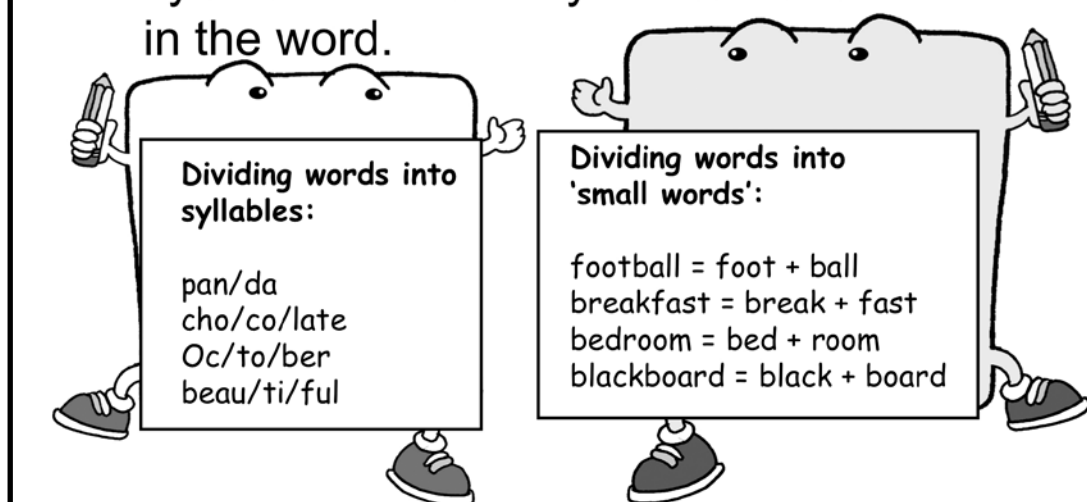
Besides, pupils should be reminded that the same sound may have different spellings (e.g. the ending 's' sound in 'glass', 'piece' and 'horse'; the long 'e' sound in 'me', 'teeth' and 'sea'). However, it is not necessary to teach all the variations at one time. Through exposing pupils to more reading texts, teachers can build on pupils' prior knowledge of letter-sound relationships and draw their attention to the variations in the spelling of the same sound.

To encourage the application of phonics skills that pupils have been taught, teachers should let them try pronouncing new words they encounter instead of telling them the pronunciation right away.

3) Strategies to Improve Pupils' Spelling Skills

Dividing words into small parts

- Guide pupils to divide words into syllables and identify the 'small words' in the word.



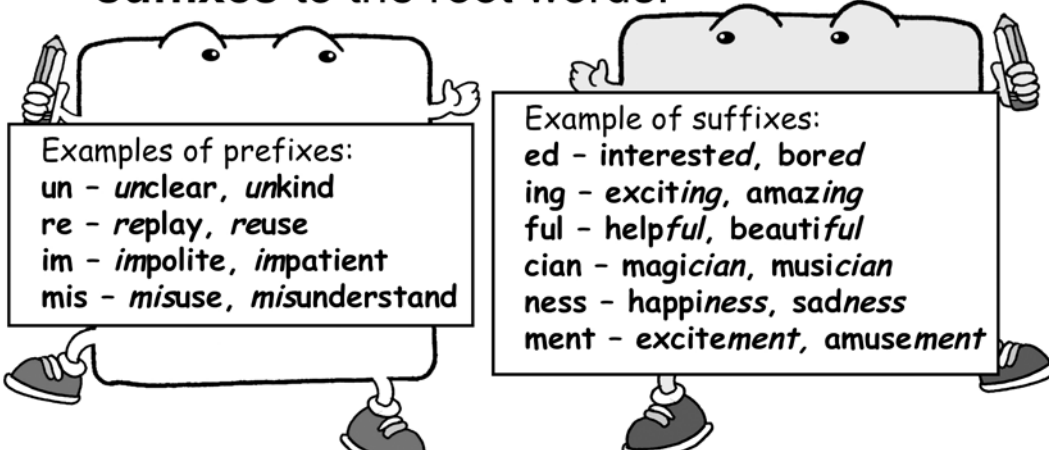
In order to work out the pronunciation or the spelling of new words, teachers can guide pupils to divide big words into small words (e.g. 'foot' and 'ball' in 'football', 'break' and 'fast' in 'breakfast'). Since the small words are simpler, pupils may know how they are pronounced. It will then be easier for them to work out the pronunciation of the new words by themselves.

In case there are no small words, pupils can divide the words into syllables (e.g. cho/co/late). This can help them work out the pronunciation or the spelling of the words on their own.

3) Strategies to Improve Pupils' Spelling Skills

Identifying affixes to root words

- Develop pupils' knowledge of word formation, e.g. adding **prefixes** and **suffixes** to the root words.



The illustration shows two anthropomorphic notepad characters with faces, arms, and legs. The character on the left is white and holds a sign listing examples of prefixes. The character on the right is grey and holds a sign listing examples of suffixes. Both characters are holding pencils in their right hands.

Examples of prefixes:

un - *unclear, unkind*
re - *replay, reuse*
im - *impolite, impatient*
mis - *misuse, misunderstand*

Example of suffixes:

ed - *interested, bored*
ing - *exciting, amazing*
ful - *helpful, beautiful*
cian - *magician, musician*
ness - *happiness, sadness*
ment - *excitement, amusement*

A root word is the basic form of a word. It stands on its own as a word and it has a meaning. New words can be formed from root words by adding prefixes and suffixes.

A prefix is a group of letters (e.g. 'un', 're', 'mis') which can be added to the beginning of a root word to change the meaning of the word (e.g. un + kind = unkind). Teachers can explain to pupils the meaning of prefixes (e.g. 'un' means 'not', 're' means 'again', 'mis' means 'wrong') whenever appropriate.

A suffix is a group of letters (e.g. 'ed', 'ing', 'ful') which can be added to the end of a root word to change the part of speech of the word. For example, by adding 'ful' to the root word 'help', the word is turned into an adjective 'helpful'.

Teachers should draw pupils' attention to word formation and help them spell and remember words more easily.

3) Strategies to Improve Pupils' Spelling Skills

Looking for letter patterns

- Draw pupils' attention to the **letter patterns**, i.e. groups of letters that often appear together, in lots of English words.
- Remind pupils to learn letters as a group or pattern instead of as an individual letter on its own.

Pattern: ough
Examples:
tough, rough, enough

Pattern: ight
Examples:
light, fight, night

Pattern: ould
Examples:
should, would, could

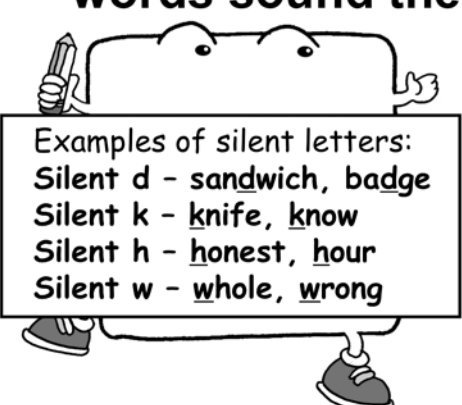
Letter patterns are groups of letters that often appear together in lots of English words (e.g. 'ough', 'ight', 'ould'). It is a good idea to remind pupils to learn letters as a group or pattern rather than as an individual letter on its own. For instance, 'ough' is found in the words 'tough', 'rough' or 'enough' and pronounced as /ʌf/; 'ight' in 'light', 'fight' or 'night' and pronounced as /aɪt/; and 'ould' in 'should', 'would' or 'could' and pronounced as /ʊd/.

To help pupils consolidate the learning of the letter patterns, teachers can design some activities (e.g. writing rhymes / poems) where pupils have to brainstorm different rhyming words.

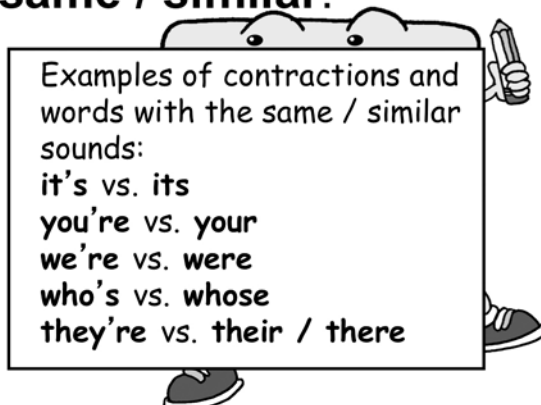
3) Strategies to Improve Pupils' Spelling Skills

Highlighting problem parts

- Draw pupils' attention to the **silent letters** in some words.
- Highlight that some **contractions** and **words sound the same / similar**.



Examples of silent letters:
Silent d - sandwich, badge
Silent k - knife, know
Silent h - honest, hour
Silent w - whole, wrong



Examples of contractions and words with the same / similar sounds:
it's vs. its
you're vs. your
we're vs. were
who's vs. whose
they're vs. their / there

Teachers can identify words that are confusing to pupils and guide them to pay extra attention to spell these words. Two examples to arouse pupils' awareness of silent letters in words and the words with contractions are illustrated in the following paragraphs:

Silent letters are letters that you cannot hear when you say the words, but the letters are there when you write the words. There are no fixed rules and pupils need to learn the words with silent letters from their experience and make extra effort to remember the words. For example, the word 'know' has a silent 'k', which means the 'k' sound is not pronounced. Teachers should draw pupils' attention to the silent letters whenever they appear.

It is also noticed that some contractions and words sound the same or similar (e.g. 'it's' vs. 'its'). Pupils should be reminded to think about the parts of speech and the meanings of the words in context in order to write the correct words.

3) Strategies to Improve Pupils' Spelling Skills

Understanding the meanings of words

- Guide pupils to understand the meanings of the words learnt.
- Draw pupils' attention to the confusing words, i.e. words with the same / similar pronunciation but different meanings.



sun?



son?



pan?



pen?

It is very hot. The son / sun is shining.

I use a pen / pan to fry an egg.



Pronunciation vs. Meaning

Many English words sound the same, but have different spellings and meanings. They are called homophones (e.g. 'hour' vs. 'our', 'knew' vs. 'new', 'here' vs. 'hear'). When pupils are confused with words that have the same or similar pronunciation, teachers should draw their attention to the meanings of the words.

In the first example, 'The son / sun is shining', teachers may say, 'I understand that you are confused with which word to write. You may read the sentence that comes before to get some hints. It says, "It is very hot." It is about the weather. Now you should know which word to write.'

In the second example, 'I use a pen / pan to fry an egg', teachers may say, 'You have nearly got the spelling of "pan" right. Here, we're talking about something which is used for cooking. Do we need a "pen" to cook? Can you think of another word which has a similar sound to "pen"?''

3) Strategies to Improve Pupils' Note-taking Skills

Note-taking Skills

- Helping pupils understand the meanings of key words through demonstration
- Listening for key words
- Identifying main ideas and supporting details
- Using headings to organise ideas
- Using tables and other graphic organisers to organise ideas
- Using short forms, abbreviations, numbers and symbols to take notes

It is important to develop pupils' note-taking skills through dictation, as it is a useful skill for pupils to learn independently. Both note-taking and controlled dictation require pupils to listen carefully and write down the words. However, when pupils are doing note-taking, they only need to write down the key points. In order to jot down the words quickly, they can make use of short forms, abbreviations, numbers and symbols. To organise their ideas, they can make use of headings, tables and other graphic organisers.

3) Strategies to Improve Pupils' Note-taking Skills

Helping pupils understand the meanings of key words through demonstration



- Read a short text with the whole class.
- Underline the key words, which carry the important messages in the text.
- Explain to pupils that function words are less important.

Dear Mark,

How are you? I am going to visit Hong Kong with my parents at Christmas! We will stay for four days.

On the first day, we are going to do some shopping. At night, we are going to watch the beautiful lights in Tsim Sha Tsui. Over the next few days, we can visit the theme parks and the Peak together.

We will be in Hong Kong on 23 December. The plane leaves Beijing at a quarter past eight in the morning and arrives at around eleven o'clock.

See you soon.

Leo

It is important to help pupils understand the meanings of key words in a text before engaging them in more demanding dictation activities such as dicto-comp / dictogloss.

Teachers should define the meanings of 'key words' clearly. They are important messages that indicate the time, place, people involved and things that happened. Function words (e.g. articles, verb to be) in the passage are less important as most of them do not affect our understanding of the message even when they are missing. As a start, teachers could make use of a reading text to demonstrate to pupils what is meant by 'key words'.

3) Strategies to Improve Pupils' Note-taking Skills

Listening for key words

- Divide the text into smaller parts and read aloud the text bit by bit.
- Use guiding questions to help pupils jot down the relevant information.
- Read aloud the text several times if necessary.
- Allow time for pupils to tidy up their work.

Guiding questions

Part 1

1. When will Leo visit Hong Kong?
2. How many days will he stay in Hong Kong?

Part 2

1. What will he do on the first day?
2. What will he do over the next few days?

Part 3

1. When will he be in Hong Kong?
2. What time will the plane arrive?

To build up pupils' confidence in note-taking, teachers could read aloud the same text and ask pupils to jot down the key words in their exercise book.

Initially, when pupils have not yet acquired the note-taking skills, teachers could divide the text into several parts and read it to pupils bit by bit. Guiding questions could also be provided to give pupils a clear focus for listening (e.g. When will Leo visit Hong Kong? How many days will he stay in Hong Kong?). Teachers could read aloud the text several times if necessary and give sufficient time for pupils to tidy up their work.


! 3) Strategies to Improve Pupils' Note-taking Skills

Identifying main ideas and supporting details

Mr Chan is my favourite teacher. He's a great teacher in many ways. **First**, he's **humorous**. He looks funny and has many interesting topics to talk about, so we like him very much. Mr Chan is **also helpful**. When we tell him our troubles, he gives us useful advice. We're lucky to have such a good teacher. **Lastly**, Mr Chan is a **healthy** person. He doesn't get sick easily. He's good at water sports. He's been my PE teacher for many years.

What makes Mr Chan a good teacher?

- 1. Humorous**
 - looks funny
 - has many interesting topics
- 2. Helpful**
 - tell him our troubles
 - gives us useful advice
- 3. Healthy**
 - does not get sick easily
 - good at water sports




Pupils should make decisions about what is important and what can be left out when taking notes. They should be guided to identify the main points and supporting details as well as to understand that there is no need to jot down all the words they hear.

In this example, pupils are asked to note down what makes Mr Chan a good teacher and give supporting details. With a clear focus in mind, pupils will know what they have to listen for. Teachers should remind pupils of the organisation of the text. Usually, the main points are followed by the supporting details. The adjectives (e.g. humorous, helpful, healthy) are used to describe the special qualities of a good teacher and they are the main points, whereas the explanation and elaboration which follow the adjectives are the supporting details. Teachers can also draw pupils' attention to the connectives (e.g. first, also, lastly) that signal to pupils they are going to hear a new idea.

With sufficient practice and exposure to note-taking activities, pupils will be able to develop the skills progressively.

3) Strategies to Improve Pupils' Note-taking Skills

Using headings to organise ideas



Hi! My name is Judy. I'm a primary two pupil and I'm studying at Green Tree School. Let me tell you more about myself. I was born on 20 February 2004. I love swimming and playing badminton. My favourite subject is English. My telephone number is 7345 1237. My address is Room A, eleventh floor, Lucky Street, North Point, Hong Kong.

1.	Name:	Judy
2.	Level:	P2
3.	School:	Green Tree Sch
4.	Date of Birth:	20 · 2 · 2004
5.	Hobbies:	Swimming badminton
6.	Favourite subject:	Eng
7.	Tel No.:	73451237
8.	Address:	Rm A 11/F. Lucky St. North Pt HK

To help pupils develop note-taking skills, more practice should be provided. Teachers could provide headings so that pupils would know what they should pay attention to while listening. In this example, when pupils are asked to introduce themselves, their classmates could be asked to note down the key points in the form of a table. The headings provided could help pupils jot down the key points.

Apart from taking notes when listening to presentations, pupils could be engaged in authentic activities where note-taking is necessary, such as interviewing a tourist in project learning.

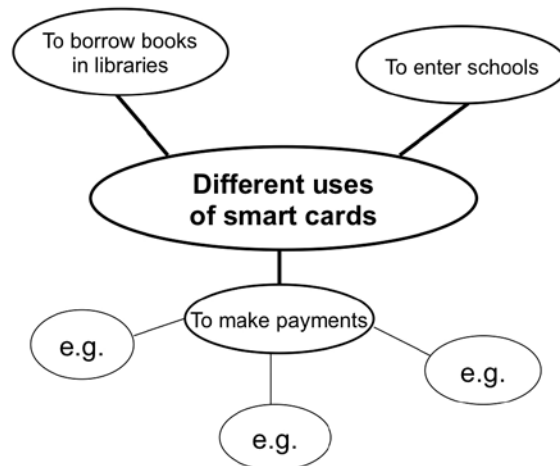
3) Strategies to Improve Pupils' Note-taking Skills

Using tables and other graphic organisers to organise ideas

A shopping list for Christmas party:

	Things to buy
Food	<ul style="list-style-type: none"> • fish balls • chicken wings • sausages
Drink	<ul style="list-style-type: none"> • cola • fruit juice • water
Others	<ul style="list-style-type: none"> • paper cups • paper plates • forks

A spider web to show the topic, main ideas and examples:




Tables and other graphic organisers are flexible and convenient tools to help pupils note down information and ideas systematically. Here are two examples:

- a table can be used to list information clearly under different columns / headings, and
- a spider web / mind map can be used to show the topic, main ideas, examples or supporting details clearly.

3) Strategies to Improve Pupils' Note-taking Skills

Using short forms, abbreviations, numbers and symbols to take notes

- Using short forms / abbreviations for units of measurements, places and subjects
- Writing numbers (e.g. telephone number, date, time)
- Using symbols (e.g. ↑ for increase, ↓ for decrease)
- Creating own abbreviations and symbols (e.g. 6 sandwiches → 6 )

Pupils should be taught to use short forms, abbreviations, numbers and symbols when taking notes. Teachers should introduce some commonly used short forms / abbreviations. Pupils should be reminded to use numbers instead of full words, especially in writing telephone numbers and dates. Below are some examples:

a) Units of Measurements

- centimetre (cm), kilogram (kg), feet (ft), two minutes and thirty seconds (2 min 30 sec or 2'30"), hours (hrs or h), percent (%)

b) Time / Days / Months / Dates

- seven o'clock in the morning (7am), Monday (Mon), January (Jan), 28 February 2011 (28.2.2011)

c) Places

- Kowloon (Kln), Mong Kok (MK), Seventh floor (7/F), Street (St), Road (Rd), Building (Bldg), Room (Rm)

d) Subjects

- Chinese (Chi), English (Eng), Mathematics (Maths), General Studies (GS)

e) Other common abbreviations

- with (w/), without (w/o), page (p.)

Pupils can use symbols (e.g. “/.” for “between”; “&” for “and”; “@” for “each”), arrows or simple drawings (e.g. an arrow pointing upward represents an increase; an arrow pointing downward represents a decrease) to note down quickly what they have heard. Pupils can also create their own short forms or abbreviations (e.g. “diff” for “difficult”; “exp” for “expensive”; “rest” for “restaurant”; “Δ” for “sandwiches”).



Part 2

Effective Dictation Activities

Part 2: Effective Dictation Activities

- 1) Development of Phonics Skills
- 2) Development of Grammar and Vocabulary Knowledge
- 3) Development of Note-taking and Writing Skills



Effective dictation activities can enhance pupils' language skills and knowledge. For example, **phonics dictation** can improve pupils' phonics skills. **Theme-based free dictation** helps develop their vocabulary building skills. **Picture dictation** and **'Bad Cold' dictation** help consolidate their grammar and vocabulary knowledge. **Music dictation, running dictation, dicto-comp / dictogloss** and **keywords dictation** can build up their note-taking and writing skills. In Part 2, these kinds of dictation activities are introduced.

1) Development of Phonics Skills

Phonics Dictation

- Phonics dictation is a useful means to help pupils consolidate the learning of the **basic letter-sound relationships** and **apply the knowledge in listening, spelling and writing**.
- Pupils are asked to **fill in the target letter sounds** as they hear the words in context.


Phonics dictation can help develop pupils' phonics skills. It allows pupils to focus on specific consonant or vowel sounds in order to develop their phonological awareness. Pupils need to fill in the target letter sounds as they hear the words in context. This activity helps pupils consolidate the learning of the basic letter-sound relationships and apply this knowledge in listening, spelling and writing.

Phonics Dictation – Example (1)

Billy and Paul are talking about their shopping lists. Listen and fill in the blanks with 'p' or 'b'. Follow the example.

<u>Billy's shopping list</u>	<u>Paul's shopping list</u>
- (e.g.) a <u>p</u> ineapple	- some _apayas
- some _ananas	- some _eppers
- some _ears	- a _umpkin
- some _eans	- some _itter melons
- some _opcorn	- some _iscuits

'b' or 'p'



This phonics dictation shows two shopping lists which contain food items with either the initial consonant 'b' or 'p'. Pupils have to discriminate between the initial consonants 'b' and 'p'. Apart from revising the vocabulary pupils have learnt, they are also given the opportunity to apply their phonics skills to work out the spelling of the less familiar words (e.g. popcorn, peppers).

Please refer to LT 1.1 in Appendix A for the dictation worksheet.

Phonics Dictation – Example (2)

Part 1: It is Paul's birthday. Patsy and Betty will make some food for him. Listen and fill in the blanks with the letters given.

a / ea



1. Patsy will make some pasta and a p____ncake with a p____ch for Paul's birthday.

ea / i


2. Betty will make a big bowl of rice with some b____ns and some blue cheese d____p for Paul.

In Part 1 of this phonics dictation, the teacher introduces the idea of tongue twisters and draws pupils' attention to their features (e.g. repetition of the initial sounds of the words). Then, pupils listen to two tongue twisters about the food Paul's friends, Patsy and Betty, will make for his birthday party, and fill in the correct vowel sounds (e.g. 'a' as in 'pancake', 'ea' as in 'beans').


Phonics Dictation – Example (2) & Extended Activities


Part 2: Paul's teacher will join Paul's birthday party. Listen and find out what food his teacher wants to make for him. Complete the tongue twister.

I would like to make a _____ with a _____ and a plate of _____ with some _____.



Part 3: What would you like to make for Paul? Write your own tongue twister in the spaces provided.





Part 4: Present your tongue twister in groups. Then, present it in the class competition.

In Part 2, pupils listen to a tongue twister about the food that Paul's teacher will make for him. They have to write the names of the food items as they listen.

Extended activities could be conducted to consolidate pupils' writing and speaking skills. In Part 3, pupils are asked to model on the example given and apply their phonics skills in a fun way by creating their own tongue twisters. Instead of only focusing on the spelling of words, pupils are encouraged to express their ideas creatively and apply the target letter sounds through writing the tongue twisters.

In Part 4, pupils are asked to present the tongue twisters they have created to consolidate the learning of the letter sounds. A competition could be organised to actively engage the pupils. Teachers should guide pupils not just to focus on the speed, but to read it aloud correctly. This could help raise pupils' awareness of different consonant and vowel sounds and improve their pronunciation through practice.

Please refer to LT 1.2 in Appendix A for the dictation worksheet.

2) Development of Grammar and Vocabulary Knowledge

- Dictation activities can be used to consolidate pupils' grammar and vocabulary knowledge.
- **Theme-based free dictation** encourages pupils to **collect more vocabulary** related to the theme they are learning.
- **Picture dictation** provides opportunities for pupils to **demonstrate their understanding** of the target grammar and vocabulary items **through drawing or completing a picture**.
- **'Bad Cold' dictation** requires pupils to **think of suitable words using their grammar and vocabulary knowledge to fill the gaps** in the dictation passage.

Three kinds of dictation activities are introduced here. They are theme-based free dictation, picture dictation and 'Bad Cold' dictation. These dictation activities can help develop pupils' grammar and vocabulary knowledge.

Theme-based Free Dictation


- Theme-based free dictation is a commonly used activity to **promote autonomy in learning** and consolidate the learning of **vocabulary under different themes**.
- Apart from studying the assigned materials from a textbook, pupils are encouraged to **collect more vocabulary** related to the themes on their own.

Theme-based free dictation is a means to develop pupils' vocabulary building skills. It is a commonly used activity to promote independent learning and consolidate the learning of vocabulary under different themes.

In theme-based free dictation, pupils are encouraged to write as many words as possible related to a topic / theme. To enhance motivation, bonus marks are usually given to the correct answers. Through this activity, pupils not only study the assigned materials from a textbook, but are also encouraged to collect more vocabulary related to different themes on their own.

Theme-based Free Dictation – Example (1)

Part 1: Listen and write down the sentences about Lucy.



Part 2: Write down things you do at school in the boxes provided below.

(e.g.) read storybooks

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

This dictation combines controlled dictation and theme-based free dictation. Pupils listen and write down the sentences about Lucy. Then, they relate to their own experience and list the activities they do at school in the boxes provided. Through writing the activities in phrases rather than single words, pupils' awareness of word collocation (e.g. read storybooks, play football) can be developed.

Before conducting this dictation, the teacher could ask pupils to study the assigned passage to consolidate the learning of the target vocabulary. In addition, he / she could encourage pupils to think of as many things that they do at school as possible and write the things down in their notebooks to promote autonomy in learning.

Please refer to LT 2.1 in Appendix A for the dictation worksheet.

Theme-based Free Dictation – Example (2)

Preparation

- Find out about the clubs in your school by visiting the school's web page and walking around the campus.
- Write down the English names of the clubs in your notebooks.



1. visiting the school's web page



2. walking around the campus

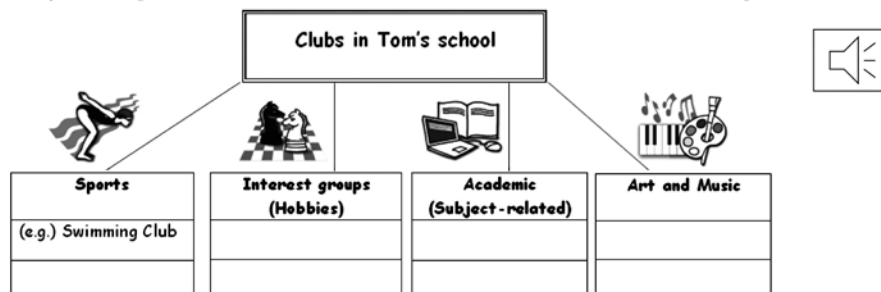


3. writing down the English names of the clubs

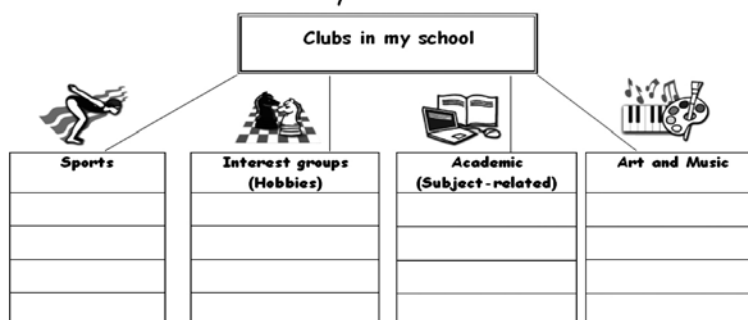
Before conducting this theme-based free dictation, the teacher asks pupils to find out about the clubs in their school by visiting the school's web page and walking around the campus. Pupils have to write down the English names of the clubs in their notebooks.

Theme-based Free Dictation – Example (2)

Part 1: You are going to hear the names of some clubs in Tom's school. Decide which group they belong to and write them in the boxes of the tree diagram below.



Part 2: Think about the clubs in your school and write them in the boxes below.



In this dictation, pupils write down the names of the clubs in their school. First, pupils listen to the names of some clubs in Tom's school in random order and write those names under appropriate categories. Then, they are encouraged to write as many names of the clubs available in their own school as possible.

To cater for learner diversity, the less able pupils could be allowed to refer to their notebooks for the names of the clubs they have collected.

Theme-based Free Dictation – Example (2) Extended Activity 1

Four students are talking to David, a student helper, about their interests and hobbies. Take notes about what you hear and write down the most suitable clubs for them. The first one has been done for you as an example.

Example

Name: Martin Wong

Interests:

- drawing
- Putonghua
- taking care of pets

Which is the best club for him / her?


Pet Club

Name: Eric Fong

Interests:

- _____
- _____
- _____

Which is the best club for him / her?



Name: Eva Choi

Interests:

- _____
- _____
- _____

Which is the best club for him / her?

Name: Joanne Lee

Interests:

- _____
- _____
- _____

Which is the best club for him / her?

Clubs in School

Drama Club

Sports Club

Art Club

Pet Club

Music Club

English Club

Different extended activities could be conducted to further develop pupils' thinking and language skills. In this extended activity, pupils listen to four students talking to a student helper about their interests and hobbies. They have to pay attention to who is talking and write down the key words in the appropriate spaces in the forms as they listen to the dialogues. To further develop pupils' thinking skills, pupils are asked to infer from what they have heard and choose the most suitable club for the students.

To cater for learner diversity, less familiar words, such as 'painting' and 'gardening', could be provided for the less able pupils.

Theme-based Free Dictation – Example (2) Extended Activity 2

Choose two clubs that you would like to join in school. Write a few sentences to explain why you want to join them. The words and phrases in the box may help you. Follow the example.

I want to join ... because I like / enjoy ...
I also want to improve / learn / do better ...

(e.g.) I want to join the English Club because I enjoy listening to English songs and stories.

I also want to improve my English results.

1. _____

2. _____

An extended activity could also be conducted to develop pupils' writing skills. Pupils are asked to choose two clubs they would like to join in school and write the reasons for choosing the clubs in a few sentences.

To cater for learner diversity, teachers could give some useful phrases to help the less able pupils express their ideas and preferences.

Please refer to LT 2.2 in Appendix A for the dictation worksheets.

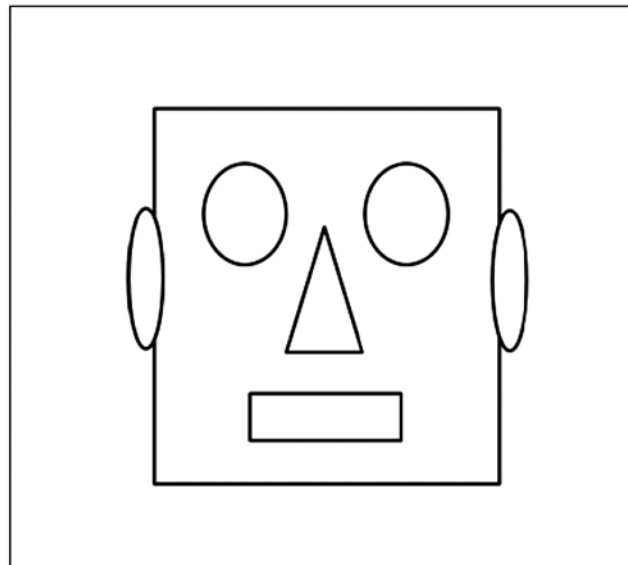
Picture Dictation

- Picture dictation can help teachers **check whether pupils understand the listening text**.
- Instead of writing down words, pupils are asked to **draw or complete a picture** based on what the teacher reads to them.
- It is an **interesting way** to consolidate pupils' learning of the target vocabulary and language items.

Picture dictation helps teachers check whether pupils understand the listening text. Instead of writing down words, pupils are asked to draw or complete a picture based on what the teacher reads to them. The teacher has to make sure that enough time is given to pupils to finish drawing one object before moving onto the next one.

Picture Dictation – Example (1)

Listen and draw the mask of a clown.




In this picture dictation, while listening to the descriptions about the mask of a clown, pupils need to draw the eyes, ears, mouth and nose which are of different shapes (e.g. circles, triangles). Through drawing the different facial features on the mask, pupils demonstrate their understanding of the different shapes they have learnt.

Picture Dictation – Example (1) Extended Activity

Make a mask for a clown and describe it to your classmates.

Draw your mask.



Write about your mask.

Extended activities could be conducted to promote creativity as well as to develop pupils' writing and speaking skills. Pupils could be asked to make a mask for a clown using different shapes. Then, they describe their mask to their classmates using the target vocabulary (e.g. names of shapes) and language items (e.g. it is / they are, there is / are).

Please refer to LT 2.3 in Appendix A for the dictation worksheets.

Picture Dictation – Example (2)


Aunt Mary is going to tell you the fruit and vegetables she can see on a stall. Listen and complete the picture of the stall.



Apart from shapes, picture dictation can involve drawing of other objects. In this picture dictation, Aunt Mary describes the things she can see on Fresh Fruit and Vegetable Stall. Pupils need to complete the picture by drawing the missing details as they listen to the descriptions.

Through completing the picture, pupils demonstrate their understanding of the vocabulary items (e.g. names of fruit and vegetables), determiners (e.g. a few, some, many) and prepositional phrases (e.g. in front of, next to, on the right).

Picture Dictation – Example (2) Extended Activities

1. Listen and colour the picture. 

2. Label the picture.

3. Write about the picture.



Teachers could conduct extended activities by asking pupils to colour and write about the picture to consolidate their learning. Here are a few examples of extended activities for teachers' reference:

1. Listen and colour the picture – The teacher could ask pupils to colour the picture based on his / her instructions. This provides an opportunity for pupils to develop their listening skills and consolidate their learning of colour words.
2. Label the picture – The teacher could ask pupils to label some parts of the picture to consolidate their learning of the target vocabulary items (e.g. the names of the fruit and vegetables).
3. Write about the picture – To consolidate the vocabulary and language items learnt as well as to develop pupils' writing skills, the teacher could ask pupils to write about the fruit and vegetables in the picture.

Please refer to LT 2.4 in Appendix A for the dictation worksheets.

‘Bad Cold’ Dictation

- While conducting ‘Bad Cold’ dictation, the teacher **sneezes** or **coughs** at certain points and **leaves out some of the words**.
- Apart from writing down the words the teacher has read out, pupils have to think of appropriate words to **fill the gaps** by **applying their grammar and vocabulary knowledge**.

In ‘Bad Cold’ dictation, the teacher dictates a text to pupils as usual. However, certain words are left out. In place of these words, the teacher sneezes or coughs. In addition to writing down the words the teacher has read out, pupils have to apply their grammar and vocabulary knowledge to think of suitable words to fill the gaps. ‘Bad Cold’ dictation is also called whistle gap dictation in which the teacher replaces certain words in a dictation text with a whistle.

To make the dictation more manageable for pupils, the words that are left out could be of the same part of speech (e.g. nouns, adjectives, prepositions) and the teacher could tell pupils about this beforehand. To make the dictation more challenging, the missing words can be of different parts of speech.

An Example of 'Bad Cold' Dictation

Listen and write down the sentences about the Wong family. Fill in any appropriate word when you hear your teacher sneeze or cough.



In this example, the teacher reads out the dictation text as usual. However, he / she sneezes or coughs at certain points and leaves out some of the nouns. Pupils are asked to apply their grammar and vocabulary knowledge to think of appropriate nouns to fill the gaps.

When pupils have acquired more grammar and vocabulary knowledge, they could be asked to provide words of different parts of speech (e.g. nouns, verbs).

Please refer to LT 2.5 in Appendix A for the dictation worksheet.

3) Development of Note-taking and Writing Skills

- Note-taking is an important language development strategy to record key information and ideas.
- Pupils can learn note-taking skills and develop writing skills through some dictation activities, e.g. **music dictation**, **running dictation**, **dicto-comp** / **dictogloss** and **keywords dictation**.

Teachers can make use of both music dictation and running dictation to guide pupils to write key words, short phrases and sentences. Music dictation requires pupils to write down key words and phrases while listening to songs. In running dictation, pupils write down sentences and short texts through group work and games.

To further develop pupils' note-taking and writing skills, teachers can conduct dicto-comp / dictogloss in which pupils are required to reconstruct the text using key phrases and main ideas noted down.

Keywords dictation provides an opportunity for pupils to apply the vocabulary learnt in a new context. It also facilitates the development of writing skills.

Music Dictation

- Music dictation is an **interesting note-taking activity** as pupils can learn English through songs.
- Pupils are asked to **fill in the missing words** and **phrases** in the lyrics while listening to the songs.
- As the **key messages** are repeated in different verses of the song and **recurrent sentence structures** are used, music dictation helps pupils listen for the **key words** and **consolidates** the learning of the **target language structures**.

In order to conduct music dictation smoothly, teachers should select songs with lyrics that are clearly comprehensible and decide how much text could be given and how much be left blank based on the level and abilities of the class. Pupils are asked to fill the gaps in the lyrics while listening to the songs.

Before listening to the song and doing the dictation, teachers could provide some background information about the song or the song title to activate pupils' prior knowledge and experience. This can also enhance pupils' engagement in the activity.

Running Dictation

- Running dictation is an **integrative learning activity** which involves reading, speaking, listening and writing.
- In running dictation, pupils **work in groups** to read and **take notes in meaningful chunks**.

Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorise a short text, tell the phrases / sentences to the other group member who will write down the text. Running dictation is also called wall dictation since a short printed text is usually posted on the wall. It can be used to practise dialogues, role-plays and grammatical structures – anything pupils would find interesting. It provides an opportunity for pupils to develop their reading, speaking, listening and writing skills.

Since it is a race, pupils tend to get excited. They may run very fast and make a lot of noise. To maintain classroom discipline, adaptations could be made and rules could be set beforehand. For example, pupils could be asked to walk instead. To keep the noise down, no shouting is allowed.

Running Dictation

- The **'runner'** reads and memorises a short phrase or sentence of a text posted on the wall, runs to the **'writer'** and tells him / her the phrase or sentence.
- The **'writer'** writes down what he / she has heard from the **'runner'**. The **'writer'** can **ask the 'runner' relevant questions** about words, spelling and punctuation if necessary.
- The first group that **finishes writing with the most accurate information** wins the game.

There are different ways of conducting running dictation. Here are a few suggestions for teachers' reference:

1. Instead of reading the text posted on the wall, the 'runners' run to the teacher who will read out loud a sentence of the text, i.e. they listen and remember.
2. Instead of reading texts, pictures can be used. The 'runners' run, look at the picture and then describe what they see to the 'writers' who will draw the picture or write about it.
3. The text is cut into discrete sentences. These cut-up texts are placed around the classroom in different locations. When the group has written down all the sentences, the members have to work together to sequence the sentences to make a complete and coherent text.
4. For more able classes, the teacher can read aloud the text once for the class to get a general understanding of the text. Then, some notes are posted on the wall. The 'writers' jot down the notes read by the 'runners'. The 'runners' and 'writers' then work together to make sentences from the notes, and share their sentences with the class.

An Example of Running Dictation

- Work in groups. One pupil from each group plays the role of the **'runner'** and the others the **'writers'**.
- The **'runner'** reads a phrase / sentence and retells it to the **'writers'**. The **'writers'** note down the phrase / sentence heard from the **'runner'** in the spaces provided.

A short dictation text is posted on the wall far away from the 'writers'. Pupils work in groups. Each time the 'runner' memorises a phrase or a sentence of the dictation text and retells it to the 'writers'. The role of the 'writers' is to write down the whole text based on what they have heard. Depending on the pupils' abilities, the teacher could decide the number of times the 'runner' can go and read the text. The 'writers' of the same group may compare what they have written to come up with an agreed version of the text.

Dicto-comp / Dictogloss

- Dicto-comp / Dictogloss is a combination of **dictation** and **composition**.
- Pupils listen to the teacher reading a short text **at normal speed twice**. During the first reading, they try to understand **the meaning of the text**. During the second reading, they **note down the key words**.
- Then they **share their information / ideas** in groups and **reconstruct the text**, using the words they have written down.

Teachers should pay attention to the following points when conducting dicto-comp / dictogloss:

1. Allow time for pupils to discuss the topic before the activity. It is helpful for them to revisit or acquire some vocabulary and language items in the process.
2. Read the text at normal speed for pupils to understand the meaning of the text in the first reading.
3. Read the text again at normal speed for pupils to take notes.
4. Ask pupils to work in groups to reconstruct the text from the notes.
5. With the teacher as the facilitator, pupils compare and discuss the text in groups, paying attention to language accuracy. Through the process, pupils are guided to apply their grammar knowledge to write the text.

Adaptations of Dicto-comp / Dictogloss to Suit the Primary Classroom in Hong Kong

- The text can be **read aloud more than twice** to make it **easier for pupils**.
- Pupils could be asked to **note down** and **re-organise sentences** read to them in a **jumbled order**.
- Pupils could be asked to **give their opinions about the reconstructed text**.

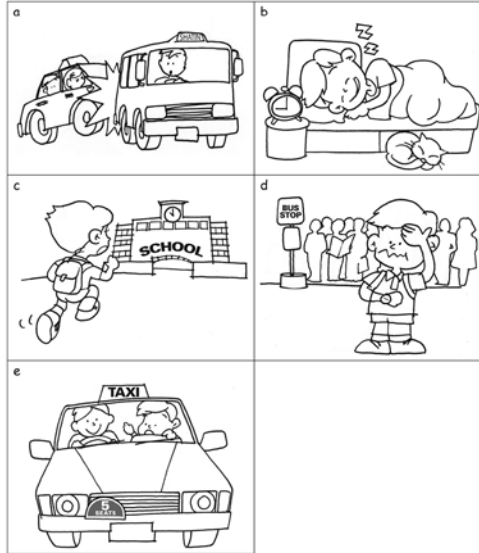
To suit the primary classroom in Hong Kong, adaptations could be made to dicto-comp / dictogloss. Below are some suggestions:

1. The text can be read aloud more than twice to make it easier for pupils, but not to such an extent that pupils have time to write down every single word. Teachers should make it clear to pupils that they are not expected to write every word down and they may use their own words.
2. Pupils could be asked to note down sentences read to them in a jumbled order and then re-organise the sentences. It provides an opportunity for pupils to be more aware of the organisation of texts.
3. The teacher reads aloud a thought-provoking text. After reconstructing the text as in dicto-comp / dictogloss, pupils are asked to give their opinions about it by either adding a new paragraph at the end or inserting their opinions within the reconstructed text.

Dicto-comp / Dictogloss – Example (1)

Part 1: Listen to Andrew's story and arrange the following pictures in the correct order.

1. b (example)	2.	3.	4.	5.
-------------------	----	----	----	----



Dicto-comp / dictogloss may be challenging to some pupils during the first listening. The teacher could provide support (e.g. pictures) to help pupils understand the story. Through arranging the pictures in the correct order, pupils can have a better understanding of the sequence of events before they start taking notes.


Dicto-comp / Dictogloss – Example (1)

Part 2: Listen to Andrew's story again. Write down the key words in the spaces provided.

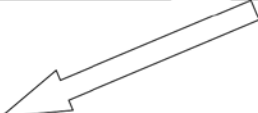
e.g.
 - *woke up late*

→

→



→



During the second listening, pupils are guided to take notes using a sequence chart. They only write down the key words as they listen to Andrew's story.

Pupils should be reminded to use short forms, abbreviations and symbols where appropriate. To cater for learner diversity, less familiar words (e.g. rushed) could be provided to pupils. The teacher could also play the recording one more time for the less able pupils.

Dicto-comp / Dictogloss – Example (1)

Part 3: Work in pairs to revise the notes and help each other fill in any missing points.

Part 4: Write Andrew's story in the spaces provided.

A Special Day for Andrew

Yesterday, Andrew woke up late. _____

Pupils are asked to work in pairs to share the notes taken in Part 3. It facilitates the development of collaborative learning skills and allows pupils to learn from each other. Then they finish the writing independently.

Please refer to LT 3.1 in Appendix A for the dictation worksheets.

Dicto-comp / Dictogloss – Example (2)

Part 1: Listen to the descriptions about Miss Lee and try to understand the main ideas.

Part 2: Listen to the descriptions again and take notes in the following table.

What makes Miss Lee a good teacher?



	Qualities	Reasons
1.		
2.		
3.		

Pupils listen to an oral presentation about a teacher called Miss Lee. To prepare pupils for the dicto-comp / dictogloss, a table is provided for them to take notes. Pupils have to note down the main ideas (i.e. the qualities that make her a good teacher) and the supporting details (i.e. the reasons).

Dicto-comp / Dictogloss – Example (2)

Part 3: Write about Miss Lee using the notes you have taken. You can use the original wording or your own words.

My Favourite Teacher

Part 4: Discuss with your neighbour and help each other revise the work.

Pupils use the original wording or their own words to reconstruct the text. Finally, they are asked to help each other revise their work.

Please refer to LT 3.2 in Appendix A for the dictation worksheets.

Dicto-comp / Dictogloss – Example (3)

Part 1: Listen to the descriptions about cooking scrambled eggs and try to understand the main ideas.

Part 2: Listen to the descriptions again and note down the key words in the spaces provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Pupils listen to a procedural text (e.g. cooking scrambled eggs) in a jumbled order twice. They try to understand the text during the first listening and write down the key words during the second listening.

Dicto-comp / Dictogloss – Example (3)

Part 3: Write the sentences about cooking scrambled eggs with the help of key words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part 4: Discuss in pairs / groups and put the sentences in the right order.

→→→→→

In Part 3, pupils write the sentences about cooking scrambled eggs with the help of key words.

In Part 4, pupils compare their notes with their partner / group members and discuss the correct order of the sentences by considering the logical development of the text and the cohesive devices used. It is a good way to develop pupils' organisation skills and improve their writing skills.

Please refer to LT 3.3 in Appendix A for the dictation worksheets.

Dicto-comp / Dictogloss – Example (4)

Part 1: Listen to the story about the Fox and the Crow and try to understand the main ideas.

Part 2: Listen to the story again and note down the key words in the spaces provided.

The Fox and the Crow	
	Key words
Opening	
Body	
Ending	



Pupils listen to the story about the Fox and the Crow twice. They get an understanding of the story during the first listening and write down the key words during the second listening.

Dicto-comp / Dictogloss – Example (4)

Part 3: Work in groups and help each other revise the notes taken.

Part 4: Write the story using the notes you have taken and add your own opinions.

The Fox and the Crow

Pupils compare their notes in groups and reconstruct the story individually in the spaces provided. After reconstructing the text, pupils are asked to comment on the behaviour of the animals, using adjectives they have learnt, e.g. 'I think the fox is cunning and the crow is foolish.'

Please refer to LT 3.4 in Appendix A for the dictation worksheets.

Keywords Dictation

- Keywords dictation is a good way to encourage pupils to **use the vocabulary they have learnt** in a new context.
- The teacher dictates **some key words or phrases** related to a theme to pupils. The pupils have to **write a new text** using the words provided.

The idea of keywords dictation is that some key words or phrases (about 15 – 20) are chosen from an interesting text or a short story. The teacher dictates these words to pupils in exactly the same order and the original form without showing them the text. Based on these key words, pupils write a new text which they will share with the class. Keywords dictation is a good way to encourage pupils to use the vocabulary in a new context and they can learn from their peers when they share their work.

The dictation activity can be adapted to suit the ability of primary pupils. For instance, pupils could be taught the target language and vocabulary items related to the topic in advance. For the less able and average pupils, they can use some or all the key words or phrases to write about the same topic. As for the more able pupils, they could be encouraged to write about a new topic using the key words provided. To provide more flexibility, pupils could be allowed to change the word forms if necessary.

An Example of Keywords Dictation

Part 1: Listen and write down the key words / phrases about a tourist attraction.

After introducing the text about Stanley Market and learning the topic of tourist attractions in Hong Kong, the teacher dictates fifteen key words and phrases related to the text to pupils. Based on the key words provided, pupils have to write about a tourist attraction they like most.

Reference Reading Text

Stanley Market

Hong Kong is a nice place for tourists. I am amazed by the big shopping centres and beautiful beaches. Among the many attractions in Hong Kong, I think Stanley Market is a must-go place because the market town is very interesting and the sea view is wonderful.

Last Sunday, I visited Stanley Market. It was crowded with many tourists and shoppers. I bought some Chinese paintings and souvenirs at reasonable prices. Then I enjoyed a delicious seafood meal on the waterfront. I looked at people playing water sports. I also took photos of the beautiful beach and the old buildings.

Stanley is certainly the best place to spend a relaxing day.

(The key words and phrases selected from the text are underlined.)

An Example of Keywords Dictation

Part 2: Use the outline below to help you write about the tourist attraction you like most.

(Name of the tourist attraction)

Paragraphs	Guiding questions	Key words
Opening	Which tourist attraction do you like? Why?	
Body	When did you visit the place? What did you see? What did you buy? What did you eat? What else did you do?	
Ending	How do you feel about the place?	

To help pupils make good use of the key words, a writing framework could be provided. Some guiding questions are given for them to write each paragraph with a clear focus. Pupils should think about when to use the key words, e.g. in the opening paragraph, the body or the ending paragraph.

An Example of Keywords Dictation

Part 3: Write about a visit to the tourist attraction you like.

(Name of the tourist attraction)

After drafting their ideas, pupils write about a visit to a tourist attraction in Hong Kong. They could write about Stanley Market or any tourist attraction they like using the key words provided.

Pupils should be reminded to proofread their writing before submission as the word forms of the key words provided may need to be changed to suit the new context.

Please refer to LT 3.5 in Appendix A for the dictation worksheets.

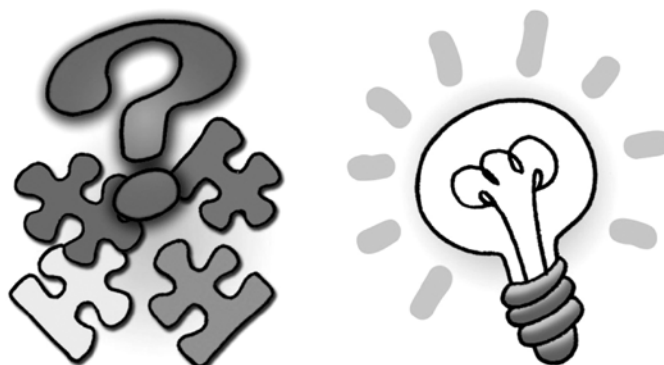


Part 3

Frequently Asked Questions

Part 3: Frequently Asked Questions (FAQ)

- Common Misconceptions
- Useful Tips for Conducting Dictation



FAQ - Common Misconceptions



1. Is it true that pupils with good dictation results must be good at English?

- **No.** Dictation only reflects **a small part of pupils' performance (mainly spelling)** in English language learning.
- To get **a comprehensive picture of pupils' progress**, teachers need to **engage pupils in other learning activities** which provide them with opportunities to **demonstrate their ability in different language skills.**

FAQ – Common Misconceptions



2. Should dictation be used as a testing device only?

- **No.** With **well-planned teaching strategies**, dictation can be turned into **effective learning activities**.
- **Effective dictation activities** provide **meaningful contexts** for pupils to apply their **phonics skills** (e.g. spelling of words), practise the **integrated use of language skills** (e.g. listening and writing skills) and demonstrate their **grammar knowledge** in proofreading.

FAQ – Common Misconceptions



3. Is spelling the only focus of dictation?

- **No.** Spelling is only **one of the focuses** of dictation.
- Pupils can develop their awareness of **the letter-sound relationships** through **phonics dictation**.
- Pupils can demonstrate their **understanding of the listening text** through **picture dictation** and **'Bad Cold' dictation**.
- Pupils can develop **autonomy in learning** through **theme-based free dictation**.
- Pupils can practise **the integrated use of listening and writing skills** through various dictation activities such as **music dictation, running dictation, dicto-comp / dictogloss** and **keywords dictation**.

FAQ – Common Misconceptions



4. Can teachers help pupils better prepare for dictation by asking them to copy the passages several times?

- **No.** Excessive copying **kills pupils' interest** in learning English. It is **harmful to the lower primary pupils** whose muscular development has not reached maturity.
- To help pupils better prepare for dictation, it is **important to teach them the enabling skills explicitly** (e.g. drawing their attention to the letter-sound relationships, guiding them to divide words into small parts and to understand the meanings of words).

FAQ – Common Misconceptions



5. Does frequent dictation help improve pupils' English proficiency?

- **No.** Dictation is only **a small part of English language learning**.
- Simply spending much time and effort on dictation **may not lead to any great improvement** in language proficiency.
- **A balanced development of language skills and learning strategies** is more important than giving dictation frequently.

FAQ – Useful Tips for Conducting Dictation



1. Should pupils be asked to write down all the words on the EDB wordlists in dictation?

- **No.** Teachers should **not ask pupils to memorise and write down** all the words on the EDB wordlists out of context in dictation.
- The wordlists for KS1 and KS2 included in the resource package *Enhancing English Vocabulary Learning and Teaching at Primary Level* (2009) are **for reference only**.
- Teachers should design **meaningful tasks and activities** to help pupils **develop their vocabulary building skills**, and provide **ample opportunities** for **vocabulary use in context**.

FAQ – Useful Tips for Conducting Dictation



2. When should unseen dictation be conducted?

- **Effective learning strategies**, such as applying the knowledge of **phonics skills** and **making use of contextual clues** as well as **grammar knowledge**, should be **taught before** unseen dictation is conducted.
- **More seen dictation** should be given to **lower primary pupils** to help them build up confidence in learning English.

FAQ – Useful Tips for Conducting Dictation



3. Can pupils check dictation for themselves?

- **Yes.** Pupils should be encouraged to check their work **during** and **after** dictation since **developing the habit of self editing** and **correcting** at an early stage is helpful to language learning.
- Pupils should be **taught to apply their grammar knowledge** and **phonics skills** when they check their work.

FAQ – Useful Tips for Conducting Dictation



4. Is mechanical copying of the correct answers an effective way of doing corrections?

- **No.** Mechanical copying of the correct answers may not effectively help pupils make improvement.
- **To facilitate assessment for learning**, teachers should think about how to **help pupils learn from the mistakes they have made** (e.g. highlighting the letter-sound relationships, dividing words into small parts, making use of the context to figure out the correct words, having pupils read aloud the words while doing corrections to reinforce learning).



Appendices

A. Learning & Teaching Materials

B. References

Phonics Dictation**Example (1) – A Shopping List**

Billy and Paul are talking about their shopping lists. Listen and fill in the blanks with 'p' or 'b'. Follow the example.

Billy's shopping list

- (e.g.) a pineapple

- some _ananas

- some _ears

- some _eans

- some _opcorn

Paul's shopping list

- some _apayas

- some _eppers

- a _umpkin

- some _itter melons

- some _iscuits

LT 1.1

Answer Keys

Billy's shopping list

a pineapple (e.g.), some bananas, some pears, some beans, some popcorn

Paul's shopping list

some papayas, some peppers, a pumpkin, some bitter melons,
some biscuits

Script

(Audio Clip No. 1)

A Shopping List

Billy and Paul are talking about their shopping lists. Listen and fill in the blanks with 'p' or 'b'.

Billy: Let's go shopping together this afternoon. I need to buy some food to take home.

Paul: Me too. What would you like to buy?

Billy: I'd like to buy some fruit. Let me write them down on my shopping list. I'd like to have a pineapple. I also like bananas and pears. Do you like fruit?

Paul: Yes, I do. Let me write my shopping list as well. I love papayas. I'll also buy some vegetables, for example, some peppers and a pumpkin.

Billy: My sister wants some beans and some popcorn. I'll buy some for her. Is there anything else you like?

Paul: Let me see. Oh yes, I need to buy some bitter melons and biscuits for Mum and Dad.

Billy: Alright. Let's go. Oh, wait a minute. Where's my purse?

Phonics Dictation**Example (2) – Food for Birthday Party**

Part 1: It is Paul's birthday. Patsy and Betty will make some food for him. Listen and fill in the blanks with the letters given.

a / ea

1. Patsy will make some pasta and a pncake with a pch for Paul's birthday.

ea / i

2. Betty will make a big bowl of rice with some bns and some blue cheese dp for Paul.

Part 2: Paul's teacher will join Paul's birthday party. Listen and find out what food his teacher wants to make for him. Complete the tongue twister.

I would like to make a _____ with a _____ and a plate of _____ with some _____.

Part 3: What would you like to make for Paul? Write your own tongue twister in the spaces provided.



Part 4: Present your tongue twister in groups. Then, present it in the class competition.

Appendix A

LT 1.2 & Extended Activities

Answer Keys

Part 1: 1. pancake, peach
2. beans, dip

Part 2: pie, pumpkin, potatoes, peanuts

Script

(Audio Clip No. 2)

Food for Birthday Party

Part 1: It is Paul's birthday. Patsy and Betty will make some food for him. Listen and fill in the blanks with the letters given.

1. Patsy will make some pasta and a pancake with a peach for Paul's birthday.
2. Betty will make a big bowl of rice with some beans and some blue cheese dip for Paul.

(Audio Clip No. 3)

Food for Birthday Party

Part 2: Paul's teacher will join Paul's birthday party. Listen and find out what food his teacher wants to make for him. Complete the tongue twister.

I would like to make a pie ✎ with a pumpkin ✎ and a plate of potatoes ✎ with some peanuts. ✎

✎ A 3-second pause for writing the answer

Theme-based Free Dictation**Example (1) – At School**

Part 1: Listen and write down the sentences about Lucy.

Part 2: Write down things you do at school in the boxes provided below.

(e.g.) read storybooks

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

LT 2.1

Answer Keys

Part 1: Please refer to the script.

Script

(Audio Clip No. 4)

At School

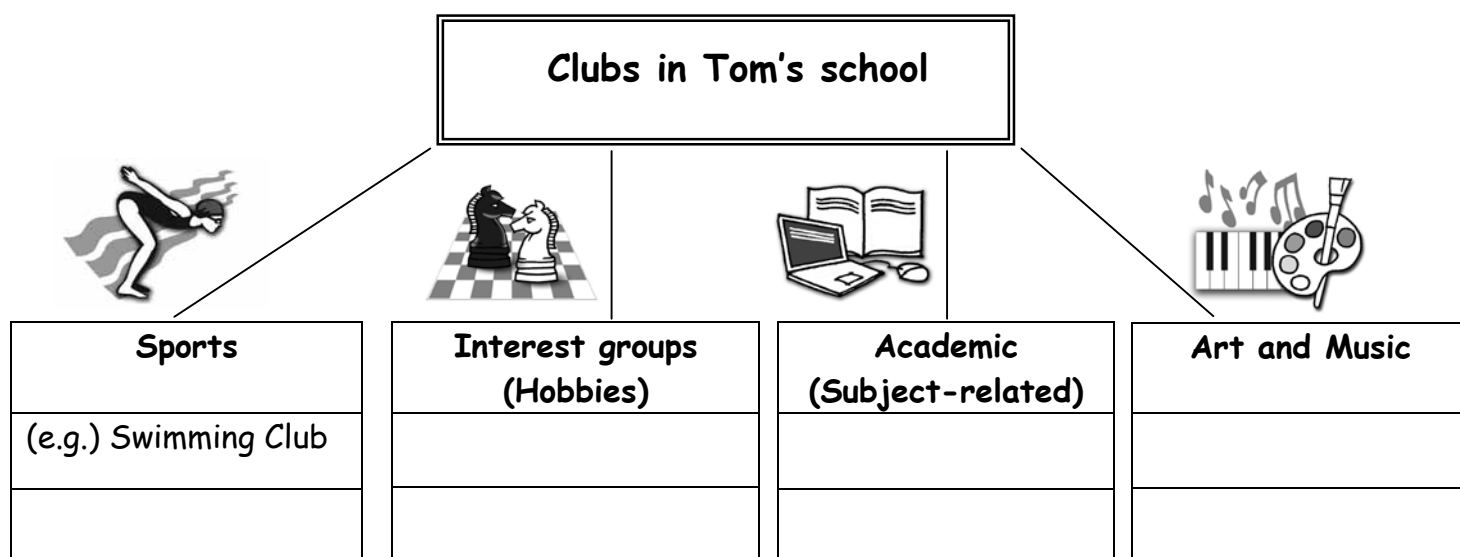
Part 1: Listen and write down the sentences about Lucy.

Lucy is a primary pupil. ✍️ She likes English lessons. ✍️ She enjoys listening to stories ✍️ and singing English songs. ✍️ At recess, ✍️ she goes to the library ✍️ to read books. ✍️ Sometimes, ✍️ she plays games with her friends. ✍️ She likes sports too. ✍️ She plays badminton ✍️ every Wednesday after school. ✍️

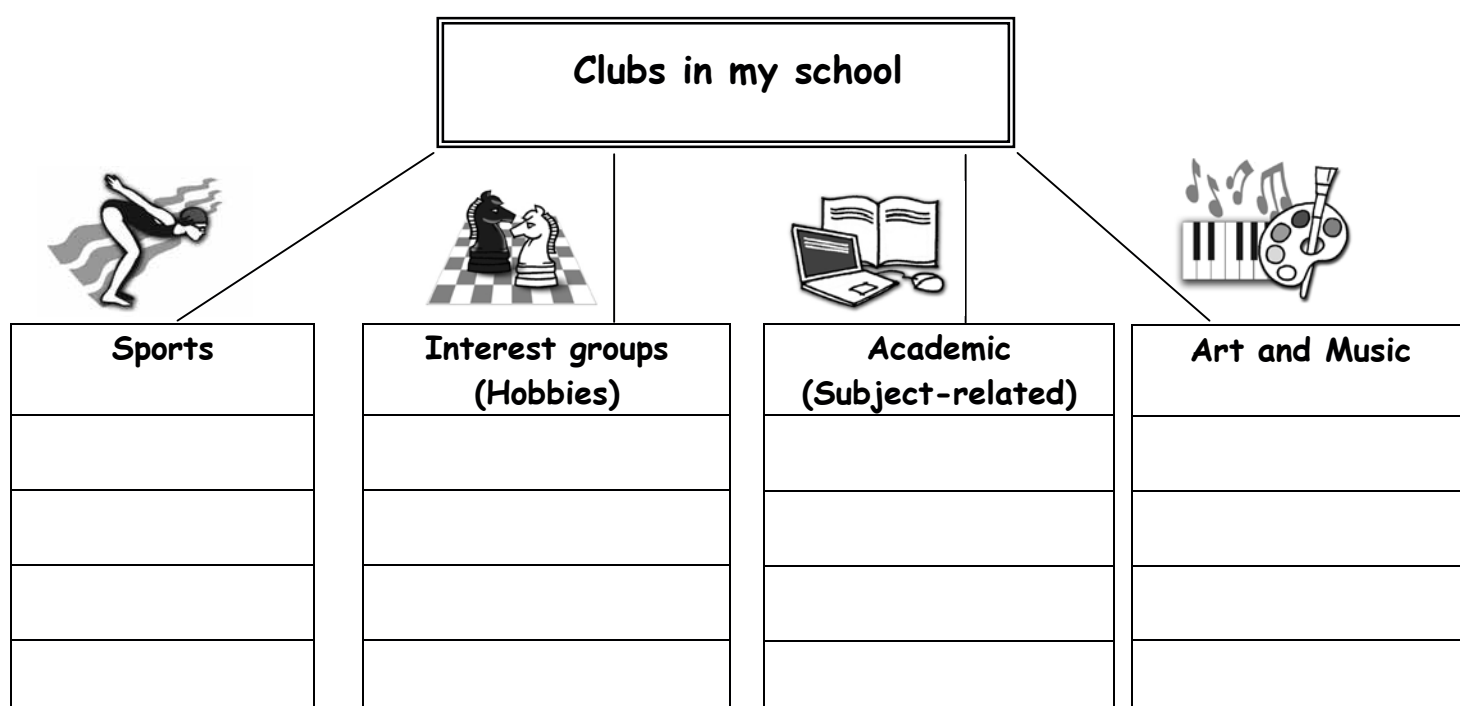
✍️ *An 8-second pause for writing the words*

Theme-based Free Dictation**Example (2) – Join Our Club**

Part 1: You are going to hear the names of some clubs in Tom's school. Decide which group they belong to and write them in the boxes of the tree diagram below.



Part 2: Think about the clubs in your school and write them in the boxes below.

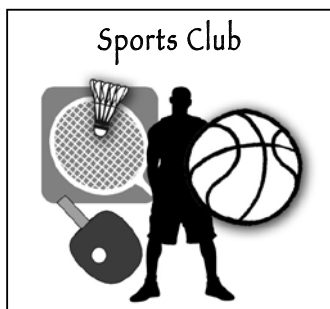
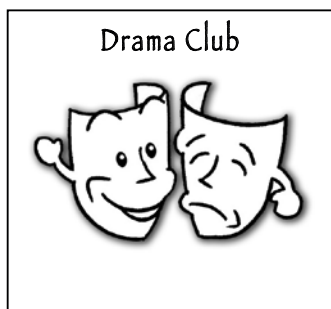


Appendix A

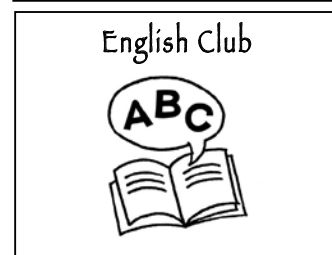
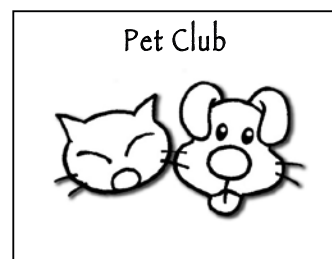
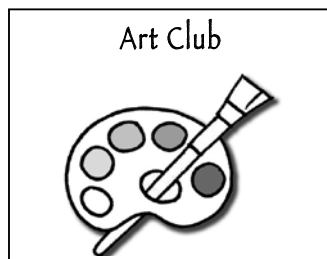
LT 2.2

(Extended Activity 1)

Four students are talking to David, a student helper, about their interests and hobbies. Take notes about what you hear and write down the most suitable clubs for them. The first one has been done for you as an example.



Example



Name: Martin Wong

Interests:

- drawing
- Putonghua
- taking care of pets

Which is the best club for him / her?

Pet Club

Name: Eric Fong

Interests:

- _____
- _____
- _____

Which is the best club for him / her?

Name: Eva Choi

Interests:

- _____
- _____
- _____

Which is the best club for him / her?

Name: Joanne Lee

Interests:

- _____
- _____
- _____

Which is the best club for him / her?

LT 2.2
(Extended Activity 2)

Choose two clubs that you would like to join in school. Write a few sentences to explain why you want to join them. The words and phrases in the box may help you. Follow the example.

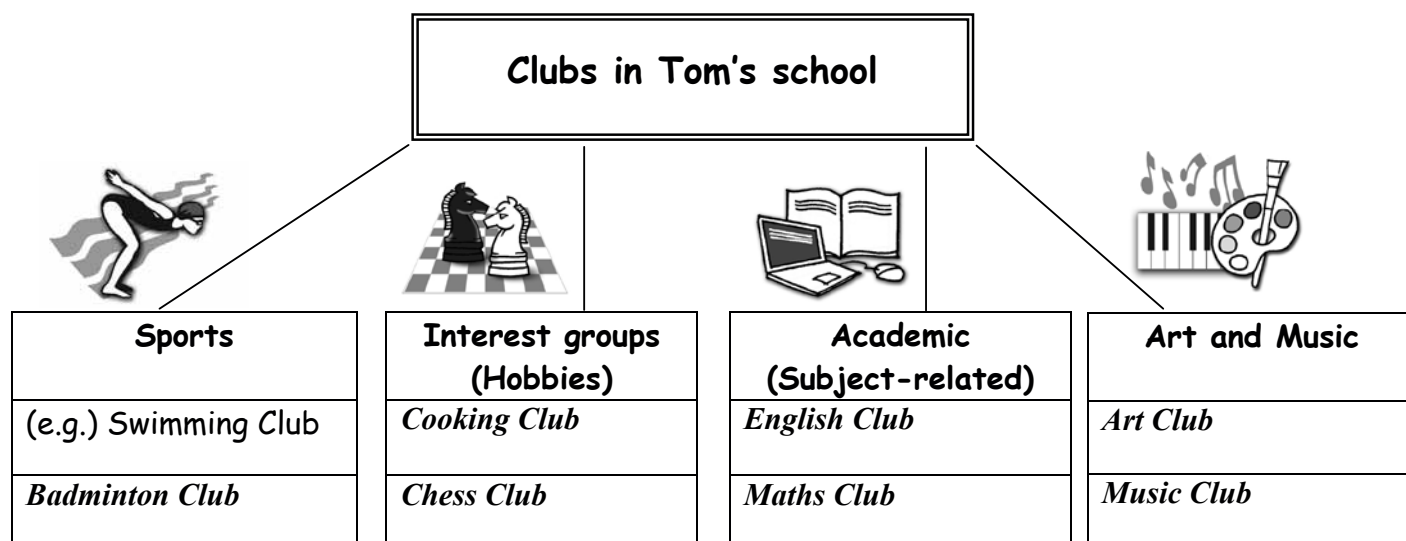
I want to join ... because I like / enjoy ...
I also want to improve / learn / do better ...

(e.g.) I want to join the English Club because I enjoy listening to English songs and stories.

I also want to improve my English results.

1. _____

2. _____

Answer Keys**Part 1:****Script**

(Audio Clip No. 5)

Join Our Club

Part 1: You are going to hear the names of some clubs in Tom's school. Decide which group they belong to and write them in the boxes of the tree diagram below.

Tom: Hello, I'm Tom. I'd like to tell you about the clubs in my school. We have different kinds of clubs, for example, clubs about sports, interest groups, academic subjects as well as art and music. This year, I joined the Swimming Club, which is a club about sports. I like painting, so I joined the Art Club. 🖌️ I also took part in the English Club to improve my English. 📖 Cooking is my favourite hobby. That's why I joined the Cooking Club. 🍳 Next year, I want to join four new clubs. They are the Music Club, 🎵 the Badminton Club, 🏸 the Maths Club 📐 and the Chess Club. ♟️ How about the clubs in your school?

🕒 An 8-second pause for writing the answer

LT 2.2
(Extended Activity 1)

Answer Keys

Example

Name: Martin Wong

Interests:

- drawing
- Putonghua
- taking care of pets

Which is the best club for him / her?

Pet Club

Name: Eric Fong

Interests:

- music
- reading
- sports

Which is the best club for him / her?

Sports Club

Name: Eva Choi

Interests:

- painting
- gardening
- drama

Which is the best club for him / her?

Drama Club

Name: Joanne Lee

Interests:

- English
- Maths
- Art

Which is the best club for him / her?

Art Club

LT 2.2

(Extended Activity 1)

Script

(Audio Clip No. 6)

Join Our Club - Extended Activity 1

Four students are talking to David, a student helper, about their interests and hobbies. Take notes about what you hear and write down the most suitable clubs for them. The first one has been done for you as an example.

Example

David: Hi, I'm David, your student helper. What's your name?

Martin: Hello! My name is Martin Wong.

David: You look puzzled. Can I help you?

Martin: Yes, please help me choose a suitable club. I like drawing and I also like Putonghua. But I like pets most of all. I want to take good care of my pet.




David: I think you should choose ...

Conversation 1

David: Hello! I'm your student helper, David. What can I do for you?

Joanne: Hi! I'm Joanne. I don't know which club I should choose.

David: What are your interests?

Joanne: Well, I have many interests. I like learning English  and doing Maths,  but I like Art best.  I really want to improve my drawing.




David: OK, I think you should choose ... 

Conversation 2

David: Hi, Eric! How are you?


Eric: Hi, David! I'm fine. It's nice to see you here.

David: I'm a student helper. Can I help you?

Eric: Oh, yes please! I want to join a good club, but I have too many interests. I like music  and reading.  I also enjoy playing different sports. 




David: Do you have any new plans this year?


Eric: Yes, I want to play more sports this year because I want to keep fit.

David: I see. You should join ... 

Conversation 3

David: Hello, I'm a student helper. May I help you?

Eva: Hi! I'm Eva. I have no idea which club I should choose. I like painting  and I enjoy gardening too.  I also like drama because I want to act in a play.  I joined the Art Club and the Gardening Club last year.

David: That's easy. You should join a new club this year ... 

 A 5-second pause for writing the answer

Picture Dictation**Example (1) – The Mask of a Clown**

Listen and draw the mask of a clown.

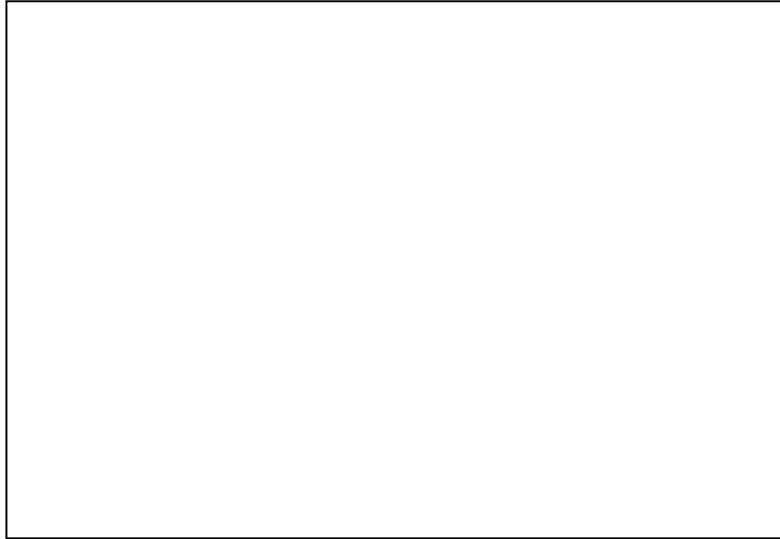


Appendix A

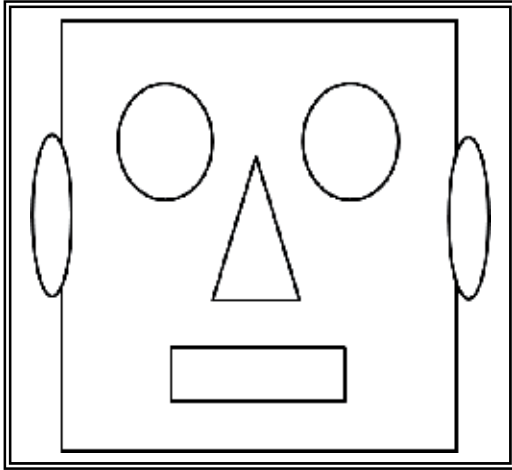
LT 2.3 **(Extended Activity)**

Make a mask for a clown and describe it to your classmates.

Draw your mask.



Write about your mask.

Answer Keys**Script**

(Audio Clip No. 7)

The Mask of a Clown

Listen and draw the mask of a clown.

Here is the mask of a clown. The mask is square in shape. 🖊️ There are two circles on the mask. They are his eyes. 🖊️ There is a triangle. It is his nose. 🖊️ There is a rectangle. It is his mouth. 🖊️ There are two ovals on both sides. They are his ears. 🖊️ It looks cute, doesn't it?

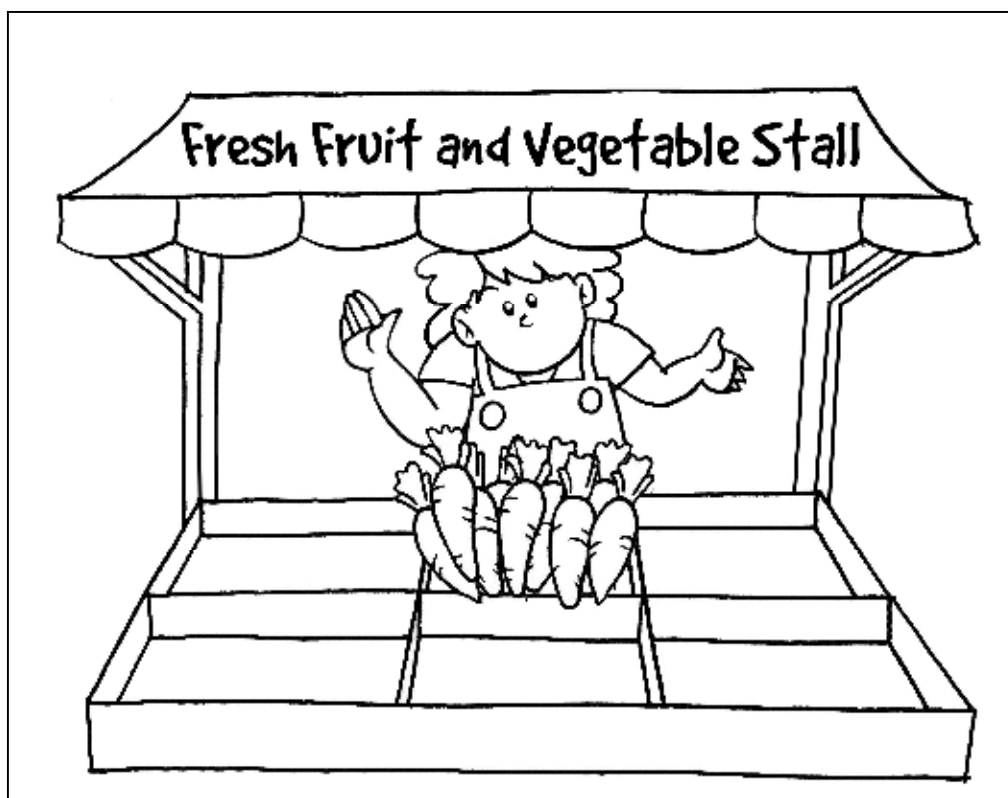
🖊️ *A 5-second pause for drawing different parts of the mask*

LT 2.4

Picture Dictation

Example (2) – Fresh Fruit and Vegetable Stall

Aunt Mary is going to tell you the fruit and vegetables she can see on a stall.
Listen and complete the picture of the stall.



LT 2.4
(Extended Activity 1)

- Listen and colour the fruit and vegetables.
- Label the fruit and vegetables in the spaces provided.



LT 2.4

(Extended Activity 2)

Write about the picture. Follow the example.



(e.g.) There are many carrots in front of Mrs Chan. They are fresh.

Answer KeysScript

(Audio Clip No. 8)

Fresh Fruit and Vegetable Stall

Aunt Mary is going to tell you the fruit and vegetables she can see on a stall. Listen and complete the picture of the stall.

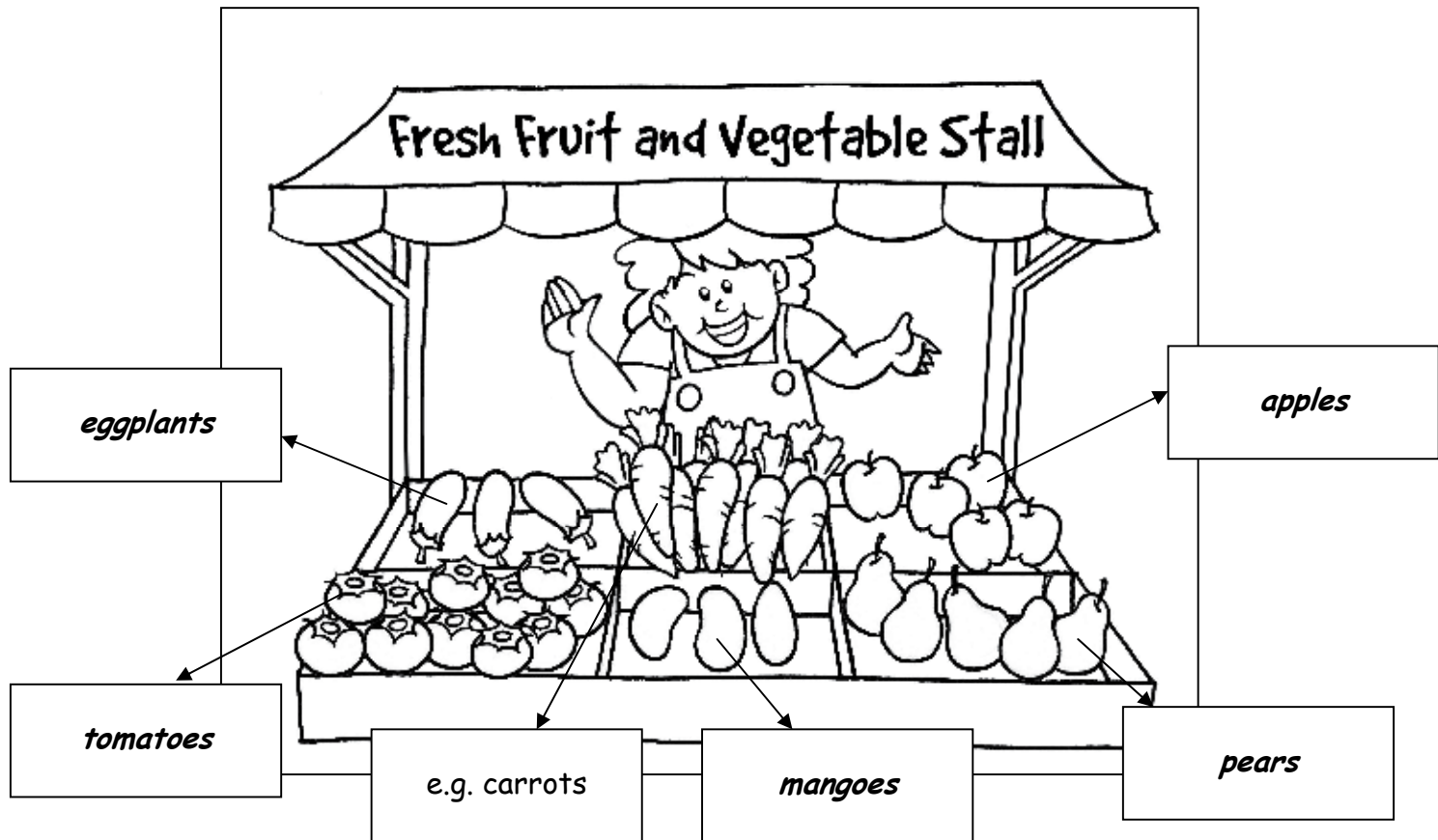
1. Mrs Chan is the owner of Fresh Fruit and Vegetable Stall. She is helpful and friendly. She always smiles. 🖍️
2. There are many carrots in front of Mrs Chan. 🖍️
3. There are some apples on the right of the carrots. 🖍️
4. There are a few eggplants next to the carrots. 🖍️
5. There are some pears in front of the apples. 🖍️
6. There are a few mangoes next to the pears. 🖍️
7. There are many tomatoes on the left of the mangoes. 🖍️

🖍️ An 8-second pause for drawing different parts of the picture

LT 2.4

(Extended Activity 1)

Answer Keys



Script

(Audio Clip No. 9)

Fresh Fruit and Vegetable Stall - Extended Activity 1

a. Listen and colour the fruit and vegetables.

1. I could see many carrots on the stall. They are orange in colour. 🖍️

2. I could see some apples. They are pink. 🖍️

3. I could see a few eggplants. They are white. 🖍️

4. I could see some pears. They are yellow. 🖍️

5. I could see a few mangoes. They are green. 🖍️

6. I could see many tomatoes. They are red. 🖍️

b. Label the fruit and vegetables in the spaces provided.

You have 2 minutes to label the fruit and vegetables.

(Play background music for 2 minutes)

That's the end of the activity.

🕒 An 8-second pause for colouring different parts of the picture

'Bad Cold' Dictation**An example – The Wong Family**

Listen and write down the sentences about the Wong family.

Fill in any appropriate word when you hear your teacher sneeze or cough.

Answer Keys

Mr and Mrs Wong have four children. On Sunday, they like to do different things. May plays the piano. Peter reads poems. Amy performs dances and John paints pictures. They have a wonderful time.

(The underlined words are suggested answers. Accept any other reasonable answers.)

Script

(Audio Clip No. 10)

The Wong Family

Listen and write down the sentences about the Wong family.

Fill in any appropriate word when you hear your teacher sneeze or cough.

Mr and Mrs Wong have four children. ✎ On Sunday, ✎ they like to do different things. ✎ May plays the 🤧 . ✎ Peter reads 🤧 . ✎ Amy performs 🤧 ✎ and John paints 🤧 . ✎ They have a wonderful 🤧 . ✎

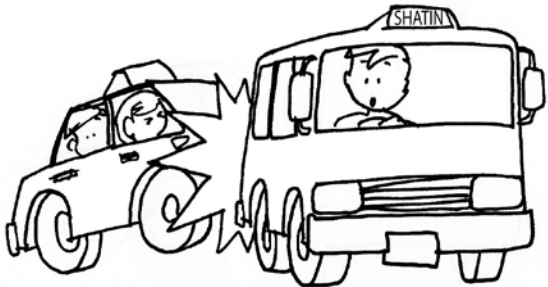

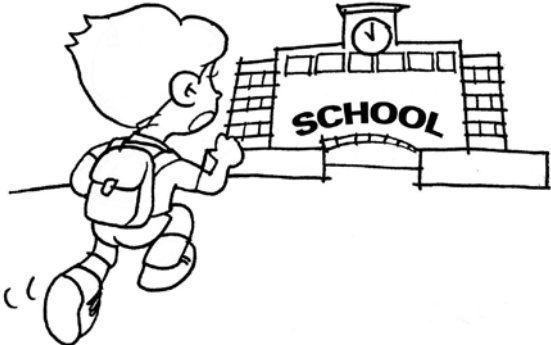


✎ An 8-second pause for writing the words

🤧 Sneeze or cough instead of reading aloud the words

Dicto-comp / Dictogloss**Example (1) – A Special Day for Andrew**

Part 1: Listen to Andrew's story and arrange the following pictures in the correct order.

1. b (example)	2.	3.	4.	5.
-------------------	----	----	----	----

<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 
<p>e</p> 	

LT 3.1

Part 2: Listen to Andrew's story again. Write down the key words in the spaces provided.

```
graph LR; A["e.g.  
- woke up late"] --> B[" "]; B --> C[" "]; C --> D[" "]; D --> E[" "];
```

Part 3: Work in pairs to revise the notes and help each other fill in any missing points.

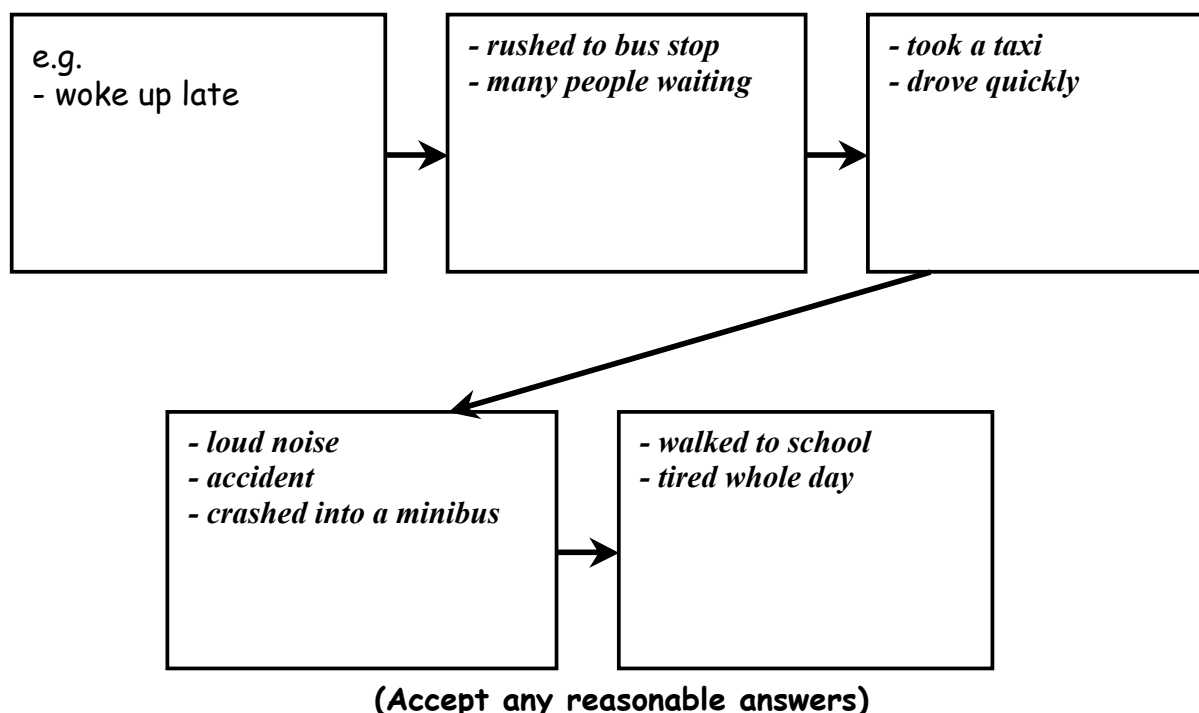
Part 4: Write Andrew's story in the spaces provided.

A Special Day for Andrew

Yesterday, Andrew woke up late. _____

Answer Keys**Part 1:**

1. b (example)	2. <i>d</i>	3. <i>e</i>	4. <i>a</i>	5. <i>c</i>
-------------------	-------------	-------------	-------------	-------------

Part 2:**(Accept any reasonable answers)****Script**

(Audio Clip No. 11)

A Special Day for Andrew

Part 1: Listen to Andrew's story and arrange the following pictures in the correct order.

(Read aloud the text at normal speed)

Yesterday, Andrew woke up late. He rushed to the bus stop quickly. Many people were waiting there, so Andrew decided to take a taxi. The taxi driver drove quickly. After a few minutes, Andrew heard a loud noise! It was a car accident! The taxi crashed into the back of a minibus! Both cars broke down. He had no choice but to walk to school. He was tired for the whole day.

Part 2: Listen to Andrew's story again. Write down the key words in the spaces provided.

(Read aloud the text at normal speed again)

LT 3.2

Dicto-comp / Dictogloss

Example (2) – My Favourite Teacher

Part 1: Listen to the descriptions about Miss Lee and try to understand the main ideas.

Part 2: Listen to the descriptions again and take notes in the following table.

What makes Miss Lee a good teacher?

	Qualities	Reasons
1.		
2.		
3.		

Part 3: Write about Miss Lee using the notes you have taken. You can use the original wording or your own words.

My Favourite Teacher

Part 4: Discuss with your neighbour and help each other revise the work.

LT 3.2

Answer Keys

Part 2:

What makes Miss Lee a good teacher?

	Qualities	Reasons
1.	<i>hardworking</i>	<ul style="list-style-type: none"> - <i>uses teaching aids</i> - <i>shares stories</i>
2.	<i>kind</i>	<ul style="list-style-type: none"> - <i>never gets angry</i> - <i>ready to help</i>
3.	<i>talented</i>	<ul style="list-style-type: none"> - <i>good at violin & volleyball</i>

(Accept any reasonable answers)

Script

(Audio Clip No. 12)

My Favourite Teacher

Part 1: Listen to the descriptions about Miss Lee and try to understand the main ideas.

(Read aloud the text at normal speed)

Miss Lee is my favourite teacher. She is a great teacher in many ways. First, she is hardworking. She often uses many teaching aids and shares interesting stories, so I never feel bored in her lessons. Miss Lee is also kind to us. She never gets angry and she is always ready to help. Lastly, Miss Lee is a talented person. She is good at playing the violin and volleyball. She has been my music teacher and volleyball coach for many years.

Part 2: Listen to the descriptions again and take notes in the following table.

(Read aloud the text at normal speed again)

Dicto-comp / Dictogloss**Example (3) – How to Cook Scrambled Eggs**

Part 1: Listen to the descriptions about cooking scrambled eggs and try to understand the main ideas.

Part 2: Listen to the descriptions again and note down the key words in the spaces provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part 3: Write the sentences about cooking scrambled eggs with the help of key words.

1. _____

2. _____

3. _____

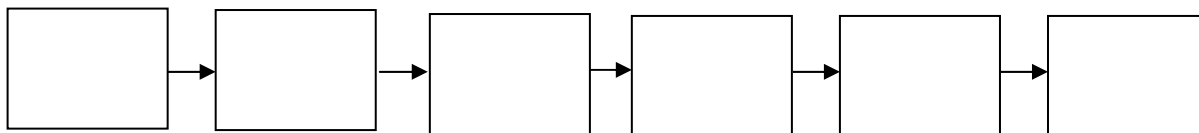
4. _____

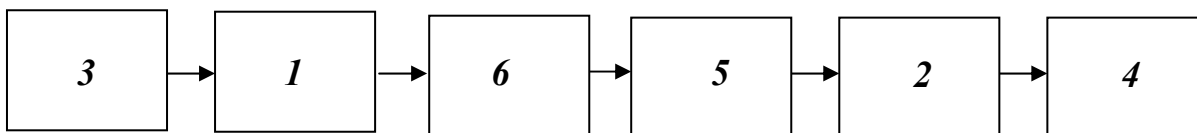
5. _____

6. _____

LT 3.3

Part 4: Discuss in pairs / groups and put the sentences in the right order.



Answer Keys**Part 4:****Script**

(Audio Clip No. 13)

How to Cook Scrambled Eggs

Part 1: Listen to the descriptions about cooking scrambled eggs and try to understand the main ideas.

(Read aloud the text at normal speed)

1. Meanwhile, heat two teaspoons of butter in a frying pan.
2. If the eggs are almost cooked, remove the pan from the heat.
3. First, mix two eggs with some salt, pepper, milk and water.
4. Finally, serve the scrambled eggs.
5. Stir the mixture while cooking.
6. As soon as the butter melts, add the mixture into the pan.

Part 2: Listen to the descriptions again and note down the key words in the spaces provided.

(Read aloud the text at normal speed again)

LT 3.4

Dicto-comp / Dictogloss

Example (4) – The Fox and the Crow

Part 1: Listen to the story about the Fox and the Crow and try to understand the main ideas.

Part 2: Listen to the story again and note down the key words in the spaces provided.

The Fox and the Crow

	Key words
Opening	
Body	
Ending	

Part 3: Work in groups and help each other revise the notes taken.

Part 4: Write the story using the notes you have taken and add your own opinions.

The Fox and the Crow

LT 3.4

Answer Keys

Part 4:

Opinions on the behaviour of the animals:

- *I think the fox is cunning. He praised the crow because he wanted to eat the cheese. The crow is foolish. She believed every word that the fox said.*
- *After reading the story, I think we should not believe in strangers easily.*

(Accept any reasonable answers)

Script

(Audio Clip No. 14)

The Fox and the Crow

Part 1: Listen to the story about the Fox and the Crow and try to understand the main ideas.

(Read aloud the text at normal speed)

Once upon a time, a fox saw a crow with a piece of cheese in its beak, sitting in a tree.

The fox walked near the tree and said, 'Good morning, Miss Crow. How beautiful you look today! Your feathers are shining and your eyes are bright. I'm sure you've got a sweet voice too! Please sing me a song, the Queen of Birds.'

Miss Crow was very happy and started to sing. When she opened her mouth, the piece of cheese fell to the ground. The fox quickly picked up the cheese and ran away.

Part 2: Listen to the story again and note down the key words in the spaces provided.

(Read aloud the text at normal speed again)

Keywords Dictation**An example – A Tourist Attraction**

Part 1: Listen and write down the key words / phrases about a tourist attraction.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

Part 2: Use the outline below to help you write about the tourist attraction you like most.

(Name of the tourist attraction)

Paragraphs	Guiding questions	Key words
Opening	Which tourist attraction do you like? Why?	
Body	When did you visit the place? What did you see? What did you buy? What did you eat? What else did you do?	
Ending	How do you feel about the place?	

Part 3: Write about a visit to the tourist attraction you like.

[illegible]

Answer Keys**Part 1:**

- | | | |
|------------------------------|------------------------|----------------------------|
| 1. <i>tourists</i> | 2. <i>amazed</i> | 3. <i>shopping centres</i> |
| 4. <i>beautiful beaches</i> | 5. <i>attractions</i> | 6. <i>must-go place</i> |
| 7. <i>interesting</i> | 8. <i>crowded with</i> | 9. <i>souvenirs</i> |
| 10. <i>reasonable prices</i> | 11. <i>delicious</i> | 12. <i>seafood</i> |
| 13. <i>waterfront</i> | 14. <i>took photos</i> | 15. <i>relaxing</i> |

Reference Reading Text**Stanley Market**

Hong Kong is a nice place for tourists. I am amazed by the big shopping centres and beautiful beaches. Among the many attractions in Hong Kong, I think Stanley Market is a must-go place because the market town is very interesting and the sea view is wonderful.

Last Sunday, I visited Stanley Market. It was crowded with many tourists and shoppers. I bought some Chinese paintings and souvenirs at reasonable prices. Then I enjoyed a delicious seafood meal on the waterfront. I looked at people playing water sports. I also took photos of the beautiful beach and the old buildings.

Stanley is certainly the best place to spend a relaxing day.

(The key words and phrases selected from the text are underlined.)

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