

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

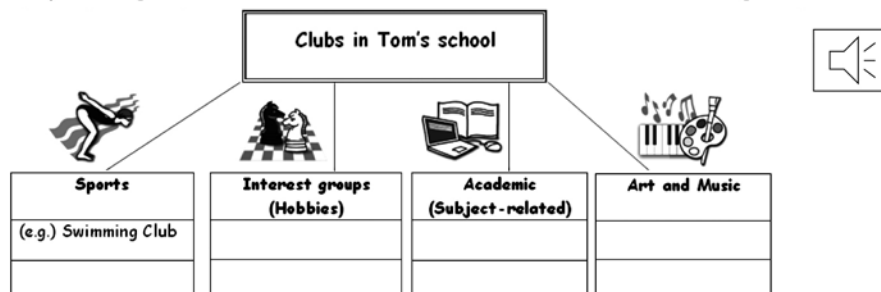


3. writing down the English names of the clubs

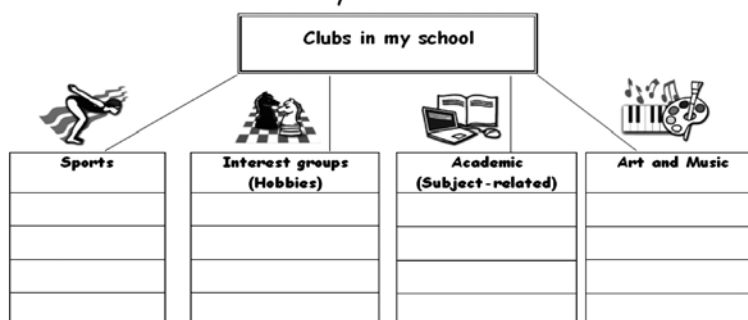
Before conducting this theme-based free dictation, the teacher asks pupils to find out about the clubs in their school by visiting the school's web page and walking around the campus. Pupils have to write down the English names of the clubs in their notebooks.

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.

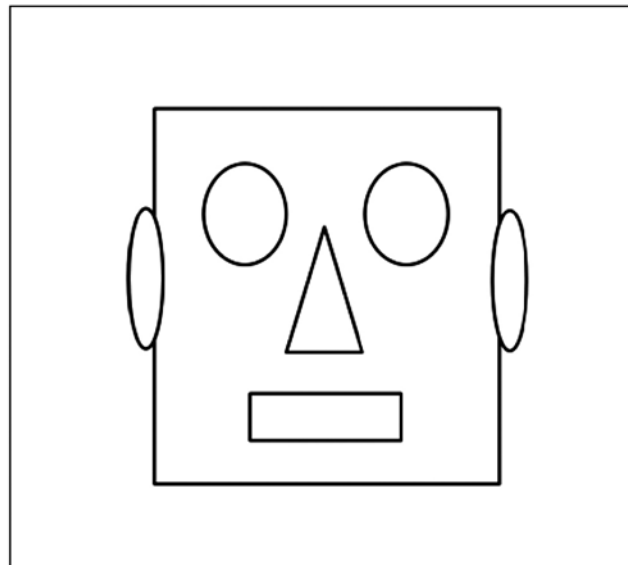
Picture Dictation

- 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.

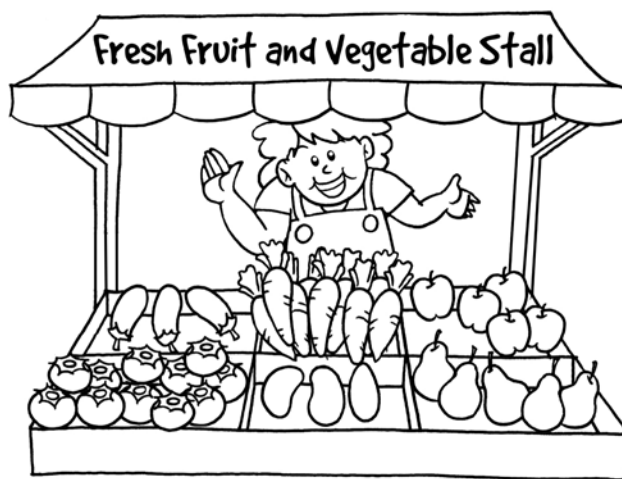
Through completing the picture, pupils demonstrate their understanding of the vocabulary items (e.g. names of fruit and vegetables), determiners (e.g. a few, some, many) and prepositional phrases (e.g. in front of, next to, on the right).

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.