

### DICTATION

It's quite difficult to catch the words, link the words into sentences, and then link the sentences into a narrative. *Dictation* adds a communicative element too.

**Step One:** The teacher prepares a story before the class begins. For a class of lower-level students, he keeps the story to four or five sentences. For intermediate or advanced classes, the story or monologue may be as long as a paragraph. Consider the following:

- The best monologues are real and relatable to the students.
- Stories or monologues should incorporate key grammar and/or vocabulary from the lesson. This will give students the opportunity to see the target language linked with other ideas and information.

Here's an example for a class of upper-beginning students:

*I'm going to go skiing this weekend with friends. I usually go skiing a lot in the winter. But I only went once this year because it's been too warm. There isn't much snow in the mountains. My friends and I plan to stay for three days. I hope it's fun!*

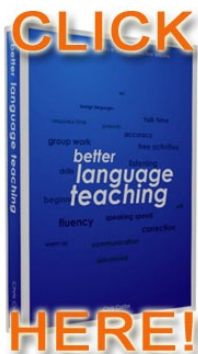
**Step Two:** The teacher reads the story once at a pace just above the level of the students. If read too slowly, then the activity isn't challenging. If read too quickly, then the activity becomes far too difficult. Students just listen at this stage. They should not take notes, as this will limit how much of the story they hear.

**Step Three:** Students form groups of three or four and discuss what they heard. Students will have caught different words and sentences, and a collaborative effort helps them understand the complete monologue. Students work together for several minutes.

**Step Four:** The teacher reads the sentences again, but at a slower pace. It's important to read each sentence twice. Students now take dictation, writing every word if possible.

**Step Five:** Students form groups once more and discuss/compare the sentences for a few minutes. Together, they should be able to recreate most of the story.

**Step Six:** Students should come to the board and write the sentences from the story. Correction (if necessary) can be accomplished by the class. If there are too many students, or time is limited, the teacher may simply write the sentences on the board.



If you liked this idea and want others, then take a look at my ebook, [Better Language Teaching](#). There are **100 activities** with more than **75 variations** for flexible, fun learning.

Have great classes!

Chris Cotter