# Dictation in ELT

*Teacher's Class Materials — classroom-ready worksheets and activity sheets*

**Developed from classroom materials by Halis Bereket**

**How to use this pack**

- Print only the activity you need.
- For Listening Dictation, keep the three-listening sequence: listen → write → check/correct.
- For pair/group activities, explain roles before starting.
- Adapt language level, length and timing to the class.

## 1. Listening Dictation — Student Sheet

Name / Surname: _____ Date: _____

**Listen and write. Do not write during the first listening.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**Teacher sequence**

- First listening: students only listen for the overall message.
- Second listening: play the paused version; students write.
- Third listening: play again; students check and correct.
- Follow-up: compare answers in pairs, then reveal or project the original text.

## 2. Rolling Dictation — Gap-Fill

Goldilocks and the Three Bears — sample

This is the _____ of Goldilocks and the _____ bears.

Look! Here are the three _____. Father Bear is very _____.

Mother Bear is _____ and Baby Bear is small.

And here is _____ house. It is in a forest.

The three bears like _____. Every morning, Mother Bear _____ porridge.

This morning the porridge is _____ hot.

“Let’s go for a walk,” says _____ Bear. “We can eat the porridge later.”

**Teacher instructions**

- Read or play the complete text twice without stopping.
- Students fill the missing words while listening.
- Repeat only after the full pass, rather than stopping after each blank.

## 3. Colour Dictation — Visual Sheet

Give spoken colour instructions. Students colour the correct objects.




*Sample instructions: Colour the mushroom grey. Colour the apple red. Colour the frogs green.*

**4. Shouting Dictation — A/B Pair Work**

Partners have complementary gaps. They dictate the missing parts to each other without showing their sheets.

**Shouting Dictation**

**AAAAAAAAAAAAAAAAAAAAAA**

## Goldilocks & Three Bears

‘‘Let’s go _____ _____ _____,’’
‘‘We can eat _____ _____ _____.’’
“Ouch! This _____ _____ _____ _____,”
“This porridge _____ _____ _____,”
“Mmm! This porridge _____ _____,”
“I don’t like this chair. It’s too big,” “ I don’t _____ _____ _____. It’s too _____,”
“ I like this _____,” “ Oh dear!” “_____ _____ _____ this bed. _____ too hard,”
“_____ _____ _____ this bed. It’s _____ _____,”
“_____ _____ this bed,” “_____ _____ _____ porridge in my bowl,”
“_____ _____ _____ porridge in my bowl,”
“There’s no porridge _____ _____ _____,”
“_____ _____ _____ the living room,”
“Look!” “There is _____ _____ _____ _____.”
“_____ _____ my chair!” “My cushion is _____ _____ _____.”
“Look at _____ _____!” “It’s _____.”
“Let’s look _____ _____ _____,”
“_____!” “_____ _____ porridge on my bed.”
“Look at _____ _____!” “It’s untidy.”
“Mother, _____ _____! There’s a girl _____ _____ _____,”

**Shouting Dictation**

***BBBBBBBBBBBBBBBBBBBBBBB***

## Goldilocks & Three Bears

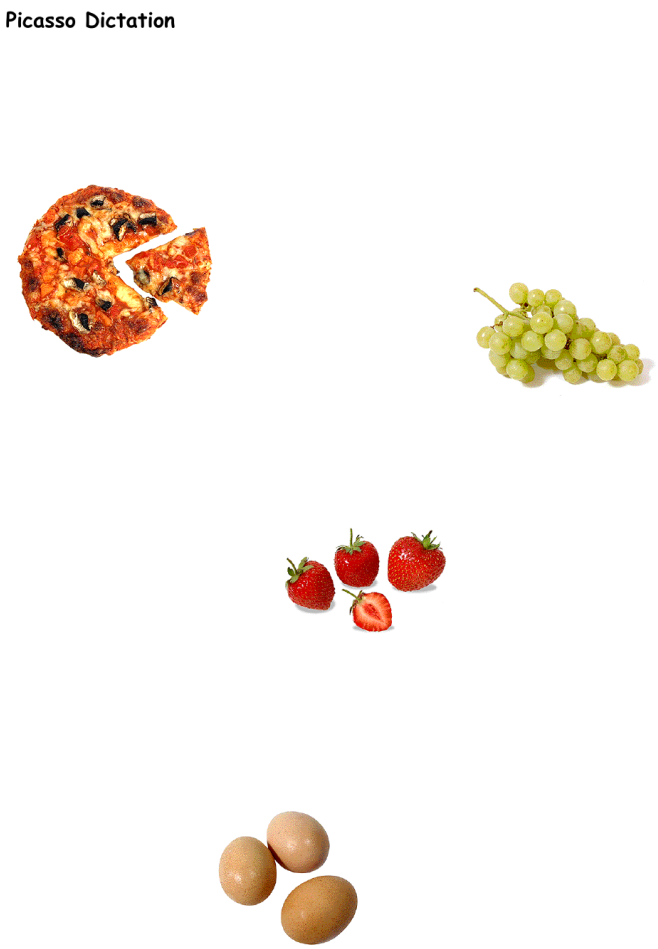
‘‘_____ _____ for a walk,’’ ‘‘_____ _____ _____ the porridge later.’’
“_____!_____ porridge is too hot,”
“_____ _____ is too cold,”
“_____!_____ _____ is nice,”
“_____ _____ _____ _____ _____. _____ _____ _____,” “_____ _____ like this chair. _____ _____ big,” “_____ _____ _____ chair,” “_____ _____!” “I don’t like _____ _____. It’s _____ _____,”
“I don’t like _____ _____. _____ too soft,”
“I like _____ _____,” “ There isn’t much _____ _____ _____ _____,”
“There isn’t much _____ _____ _____ _____,”
“_____ _____ _____ in my bowl,”
“Let’s look in _____ _____ _____,”
“_____!” “_____ _____ porridge on my chair.”
“Look at _____ _____!” “_____ _____ _____ on the floor.”
“_____ _____ my chair!” “_____ broken.”
“_____ _____ in the bedroom,”
“Look!” “There is _____ _____ _____ _____.”
“_____ _____ my bed!” “_____ _____.” “_____, Father look! _____ _____ _____ in my bed,”

**Teacher instructions**

- Seat A and B so they cannot read each other's sheet.
- Students dictate only the missing information needed by their partner.
- Encourage natural repetition requests: 'Could you say that again?' / 'How do you spell …?'
- At the end, partners compare the completed versions.

## 5. Picasso Dictation — Listen and Draw

Use spoken instructions to make students place and draw objects in relation to one another.




1. Draw a large circle in the middle of the page.
2. Draw three small objects above it.
3. Draw something you can eat on the left.
4. Add one object below the circle.
5. Compare pictures with a partner.

Variation: use the original classroom picture and dictate the position, number, size or colour of the objects.

## 6. Mistakes Dictation — Notice and Correct

What a day! I guess I shouldn't have stay up so late last night. That way I could has gotten up earlier this morning. I was really late to work, and my boss were angry. That day our computers wasn't working. While the system was down, some of us go to lunch. Afterwards we all feel sick. On the way home, I get stuck in a traffic jam. A trip that should have took only twenty minutes wound up taking forty-five. I just should have stay in bed.

**Task**

- Listen or read and underline the errors.
- Correct the text individually.

- Compare corrections with a partner and explain each change.

## 7. Running / Wall Dictation — Team Sheet

1. Here is Goldilocks. Goldilocks is not a good girl. She is a naughty girl.

2. Goldilocks is walking in the forest. Look! She can smell the porridge.

3. Goldilocks sees a house. And she climbs through the window.

4. Now, Goldilocks is in the kitchen. She sees three bowls of porridge on the table.

5. There is a very big bowl. There is a big bowl. And there is a small bowl.

**Teacher instructions**

- Make three copies and place them on the wall/board.
- Divide the class into three teams; each team has a writer/secretary.
- One learner at a time reads a line, keeps it in mind, returns and dictates it.
- Rotate runners so everyone participates.
- Check accuracy after the race; speed alone should not decide the result.

## 8. Fast Flash — Quick Classroom Templates

**Fast Flash Pictures:** Show 10–15 images very briefly. Teams reconstruct a list of what they saw.

**Fast Flash Vocabulary:** Flash recently learned words for about one second each. Students recall and group them.

**Fast Flash Stories:** Flash a connected sequence of pictures. Students reconstruct and tell/write the story.

**Fast Flash Text:** Flash chunks faster than students can copy. They must catch meaning and structure, not individual words.

## 9. Reflection / Follow-up

- Which activity produced the strongest concentration?
- Which activity encouraged the most learner-to-learner interaction?
- What would you change for your own learners?
- Which activity could be extended into speaking?

# Teacher Answer Keys and Additional Activity Notes

## Rolling Dictation - Suggested answers

story / three / bears / big / big / their / porridge / makes / too / Father

Use the exact answers that match the version of Goldilocks used in class; this key follows the sample wording in this pack.

## Mistakes Dictation - Suggested corrections

- shouldn't have stayed up
- could have gotten up
- my boss was angry
- our computers weren't working
- some of us went to lunch
- we all felt sick
- I got stuck in a traffic jam
- should have taken only twenty minutes
- should have stayed in bed

## False Reading Dictation - quick template

Tell a familiar short story once correctly. Retell it with selected wrong words. Learners stop the speaker and supply the correct word or phrase.

## Dictogloss - quick template

- Pre-teach only essential key words.
- Read/play the whole text once for general meaning.
- Read/play again; learners take brief notes.
- Pairs/groups reconstruct the text.
- Compare with the original and discuss differences.

## Bad Cold Dictation - quick template

During a normal dictation, hide selected words with a cough/sneeze. Learners write a sensible word that fits the grammar and meaning, then compare alternatives.

## Listening Dictation - historical preparation note

Earlier Cool Edit preparation: 6-10 target sentences; first pass normal and uninterrupted; about 10 seconds of silence followed by brief warning music; second pass with approximately 12-second writing breaks; third pass for checking/correction.

