

Write from dictation

This is a short-answer item type that integrates listening and writing skills, and requires you to understand and remember a sentence, and write it using correct spelling.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

Status: Beginning in 7 seconds.

Volume

Total Word Count: 0

Item Type Strategies

Strategy 1

Type the content words or keywords into the response box or write them on the Erasable Noteboard Booklet provided. Then add in the function words and the grammatically correct endings of words, using your knowledge of English grammar and sentence structure, as well as your memory.

Strategy 2

To improve your writing or typing speed, you can also use abbreviations and symbols to write down as many words as possible while listening.

Strategy 3

Use your awareness of English sounds and grammar knowledge when checking spelling.

Explanation and Practice of Each Strategy

Strategy 1

If you can type or write fast, you can do so either directly into the response box or on the Erasable Noteboard Booklet. You should focus on the content words such as nouns, verbs, adjectives and adverbs. Remind yourself of the basic word order of English: Subject, Verb, Object. Knowledge of the sentence structure will help you rebuild the sentence correctly and predict the position of any function words, such as prepositions or articles. Remind yourself of the passive and active sentence structures, and the sentence types: declarative, interrogative, imperative, and conditional; simple, compound and complex.

To practice this strategy, do the following activities:

- Write some example sentences to show different sentence structures and sentence types. Use academic vocabulary and topics.

- Choose a short text on the Internet and get someone to read it out to you. You should try to write as you listen, focusing on the content words or keywords, such as nouns, verbs, adjectives or adverbs, e.g., *Most adults learn best when novel information is presented through a variety of experiences. (adults learn best novel information present variety experiences)*. Then rebuild the complete sentences based on what you can remember and your knowledge of grammar.

Strategy 2

You can also make use of your note-taking skills while listening. You need to develop a system of abbreviations and symbols that make sense to you. Be consistent by using the same system when note-taking. Using different symbols or abbreviations for the same word, e.g., using *b4* and *bef* for the word *before*, can cause confusion.

If you want to type directly into the response box, you can also choose from the symbols at the top of the keyboard. You need to decide which keyboard symbols to use and establish the relationships before the actual test and practice using the symbols for a few weeks so you can memorize them.

It is important that you have enough time to change all the symbols to English words before you move on to the next item.

To practice this strategy, do the following activities:

- Make a list of common words and phrases that can be abbreviated, e.g., *with (w/)*, *without (w/o)*, *should be (s/b)*, *because (bec)*, *experience (exp)*, *the (th)*, *by (b)*, etc.
- Choose a text on the Internet and get someone to read out some of the sentences in it to you, e.g., *You must submit your assignments by next Friday at the latest*. You should try to write down each sentence as you listen, using abbreviations and symbols only (*U mst subm yr assgn b nx fri at th ltsst*). Then you should write the full words.
- Now ask the person who read the sentences to you to assess your sentences by putting a checkmark next to the ones written correctly.

Strategy 3

You should also use correct spelling when responding to this item type. For any unknown words, apply your knowledge of sound-letter correspondence to predict the spelling. You should also use your grammar and word formation skills to identify and correct any mistakes, such as wrong past tense endings or wrong suffixes.

To practice this strategy, ask your class to do the following activities:

- Get someone to choose and then read out loud a few longer, more difficult English words whilst you write them down, e.g., *ecstasy*, *millennium*, *accidentally*, *minuscule*, *accommodate*, *irresistible*, *liaison*, *embarrass*, *sacrilegious*, *privilege*. Try to work out the sound-letter correspondences.
- Look at these incorrect sentences, **Five of the student fail to submit they assignment last Friday. *I think the important of creative today real reflect a fundament shift in the nature of the economy*. and correct the sentences. Analyze each mistake and think about the contextual, grammar and word formation clues that helped you make the corrections.

Correct sentences: **Five of the students failed to submit **their** assignments last Friday. I think the importance of **creativity** today **really** reflects a **fundamental** shift in the nature of the economy*.

Respond to a Write from Dictation Item

You will now respond to a test item simulating the test conditions. You will hear a sentence only once and write it down immediately. Remind yourself of the three strategies for this item type and apply them.

Play the audio [L20_Write_from_dictation_1], and write the sentence.

Transcript

The time of the (maths, math) lecture has been changed to (ten thirty, 10.30, 10:30).

Assess your Response

Were you able to use the strategies? Which one was the most difficult to apply? Which one was the most useful? Then read the transcript and play the audio again.