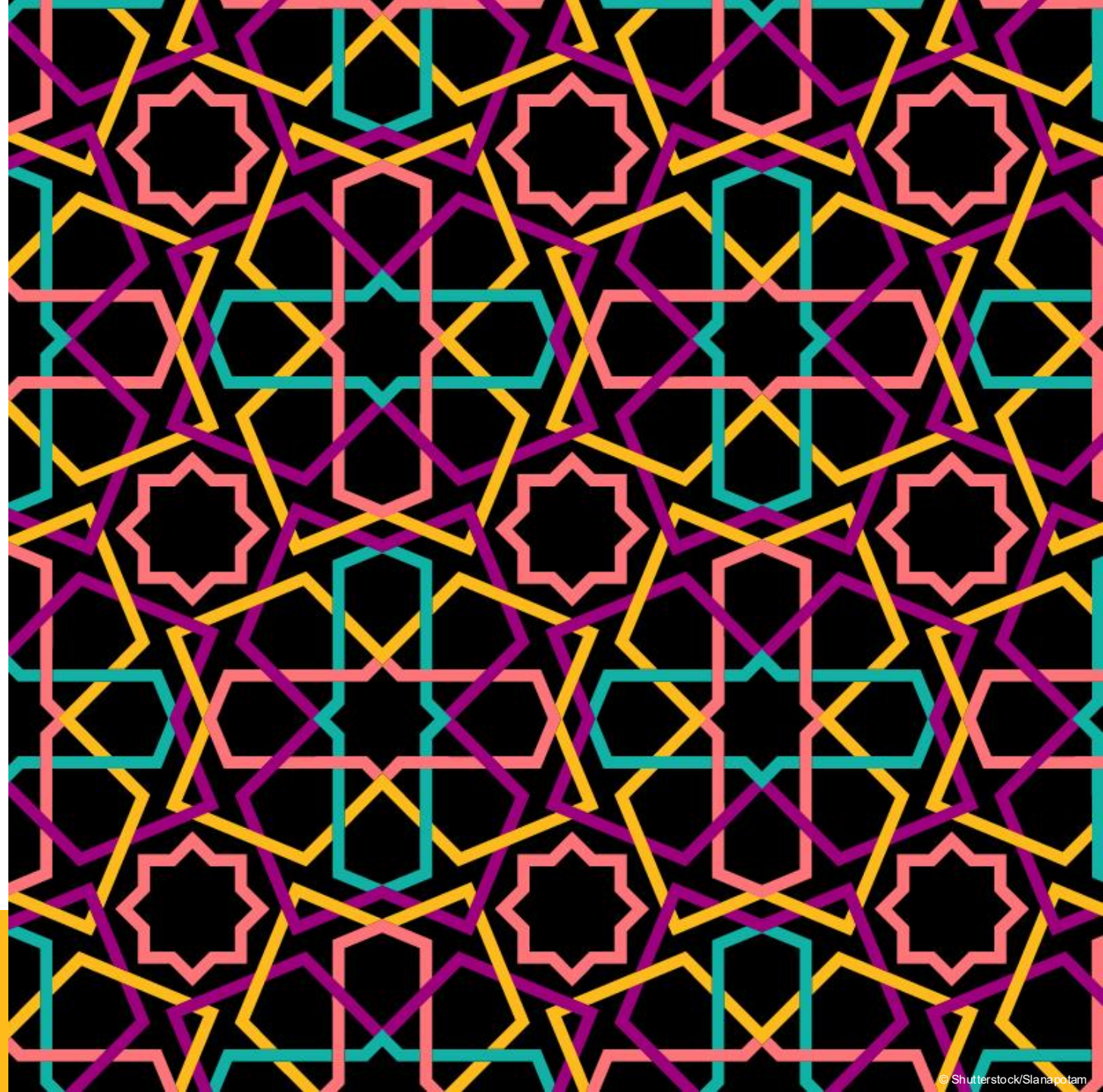




Pearson
Edexcel

GCSE Spanish (2024)

Mastering Dictation



Agenda

- Welcome and introduction
- **Part 1** – Overview of the Dictation task, including SSCs
- Teaching and learning for the Dictation
- How to approach the task in the exam
- Dictation mark scheme
- **Part 2** – Unpacking exemplars (language specific)
- Resources, support and further training



Today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs.
- Briefly explore teaching and learning approaches to prepare for the task.
- Consider techniques and approaches for successful transcription in the exam.
- Understand the application of the mark schemes to exemplar material (language specific).
- Know how to access resources, on-going support and upcoming training.





Overview of the Dictation task

What is the dictation task?

- Students are assessed on their ability to transcribe spoken language into written language.
- Students are rewarded for their accuracy of spelling, based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification.
- Always the final task in the Listening paper.

All about SSCs

What are SSCs?

- SSC = sound symbol correspondence

Where can I find them?

- Listed in Appendix 2 of the specification for each language

Why are they in the specification?

- To ensure and assess that students learn the key differences between SSCs in English and the target language. (Sounds that are the same are not in the list)
- Note for Spanish the inclusion of stress patterns as part of the SSCs for Higher Tier.



Dictation format – FT

12 You are going to hear someone talking about their friend.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Soy _____ una _____ persona
_____ agradable _____.

1. Mi _____ amiga es _____.

2. Pero a _____ es _____.

3. Le gusta _____ la _____.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: _____ Vive en el centro _____.

4 _____

5 _____

6 _____

(Total for Question 12 = 10 marks)

Introduction sentence explains the subject of the dictation

The example will link to the subject

Sentence 1: Two gaps – each to be filled with one word from the vocabulary list

Sentences 2 and 3: Two gaps - one to be filled with one word from the vocabulary list, the other to be filled with **one word from outside vocabulary list**

The example will link to the subject

Sentences 4, 5 and 6: Open sentences, all words from the vocabulary list

Dictation format – HT

The rubric explains the subject of the dictation

You are going to hear someone talking about shopping.

The example links to the subject

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word in Spanish.

Example: *Mi pasatiempo favorito es comprar.*

Sentence 1: three gaps - two to be filled with words from the vocabulary list, **one to be filled with one word from outside the vocabulary list**

1. En internet _____
_____ a _____.

2. Gasto mi _____ en
_____ y _____.

Sentence 2: three gaps – one to be filled with a word from the vocabulary list, **two to be filled with words from outside the vocabulary list**

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in Spanish.

Example: *También voy de tiendas.*

The example links to the subject

3. _____
_____.

4. _____
_____.

Sentences 3, 4, 5 and 6: Open sentences, all words from the vocabulary list.

5. _____
_____.

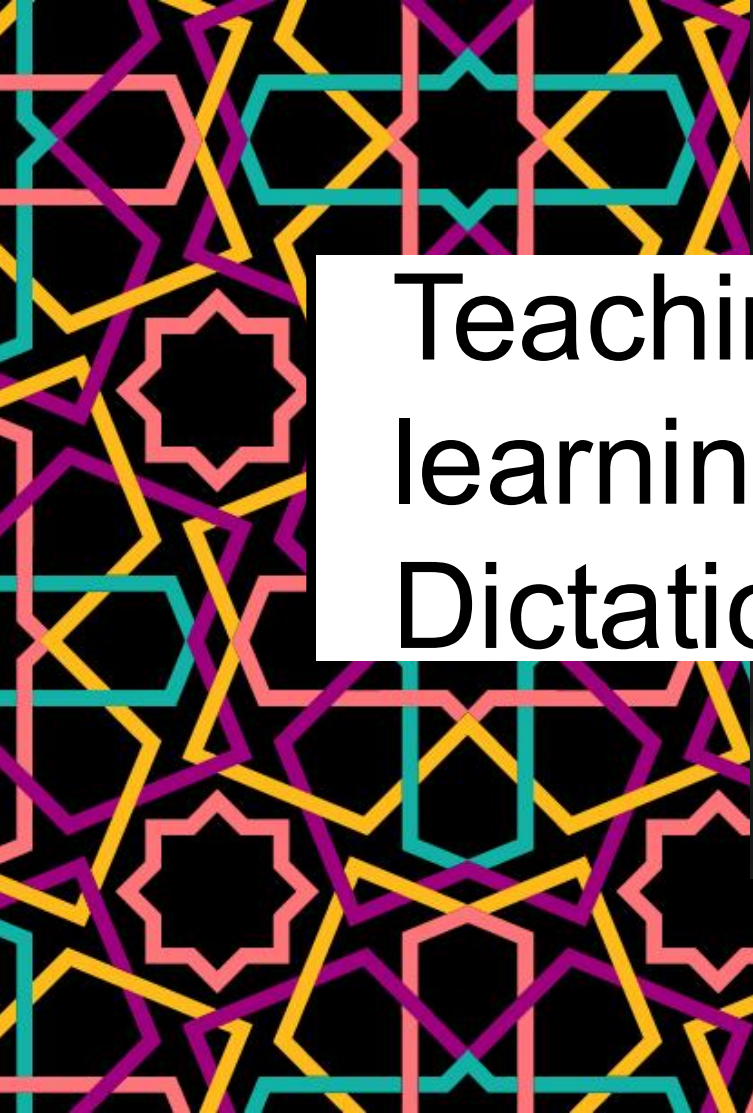

Sentences 5 & 6 may be longer and contain more demanding grammatical structures

6. _____
_____.

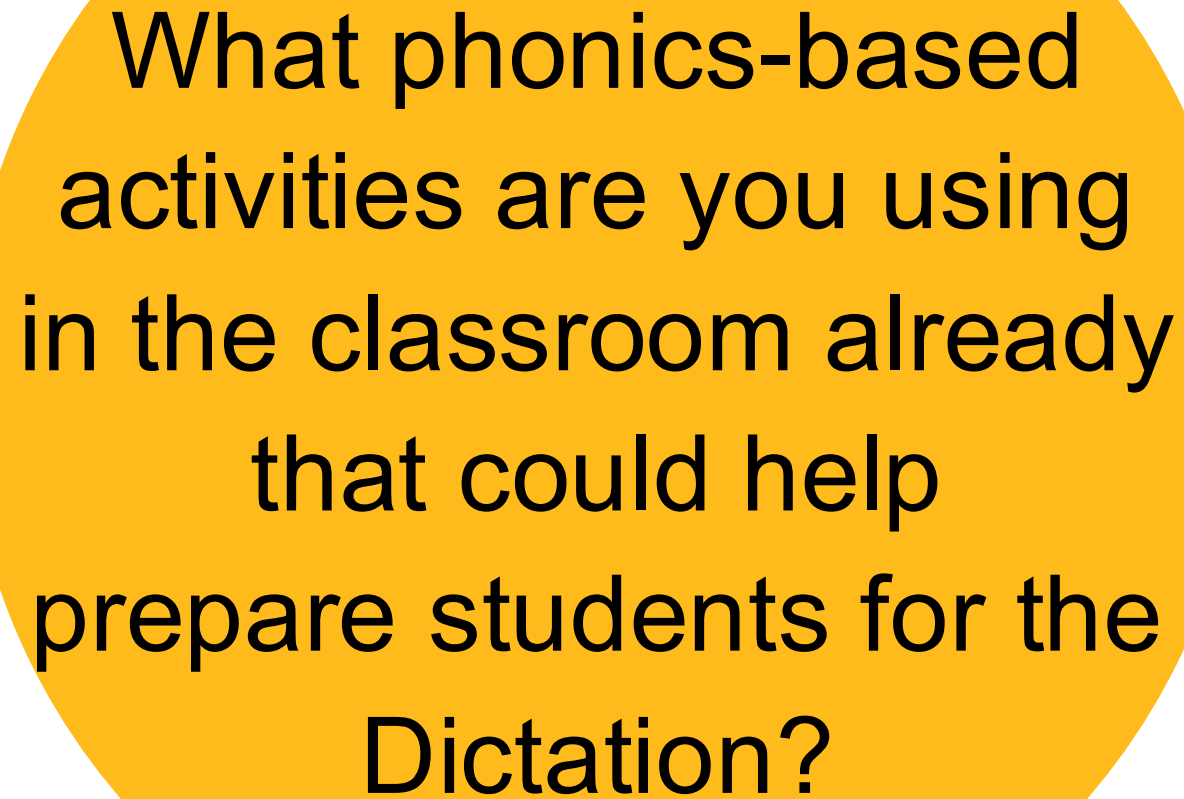
Dictation grammar parameters

- **Foundation tier:**
 - present tense or the familiar conditional
 - immediate future
 - a future timeframe such as *mañana* with the present tense
 - use the first- or third-person singular with verbs
- **Higher tier:**
 - present tense or the familiar conditional
 - immediate future
 - a future timeframe such as *mañana* with the present tense
 - use the first- or third-person singular **and plural** with verbs

Grammar is not assessed in the dictation.



Teaching and learning for the Dictation

A large yellow circle is centered on a white background. Inside the circle, the text "What phonics-based activities are you using in the classroom already that could help prepare students for the Dictation?" is written in a black, sans-serif font. The text is arranged in six lines, centered horizontally within the circle.

What phonics-based
activities are you using
in the classroom already
that could help
prepare students for the
Dictation?

Ideas for classroom activities

1. Visual supports in the classroom
2. Eliminating mother-tongue English interference by highlighting differences
3. Bingo games
4. Multi-choice sheets for sound recognition
5. Decoding activities – recognising & reproducing / mark-up activities / decode and explain
6. Chunking for longer words



Using visual support



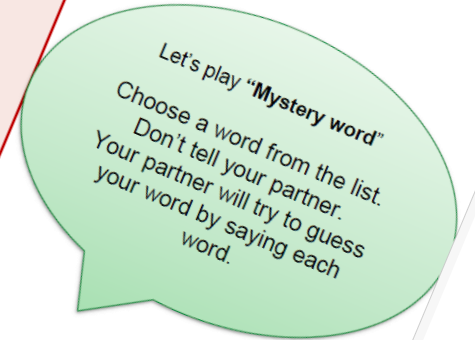
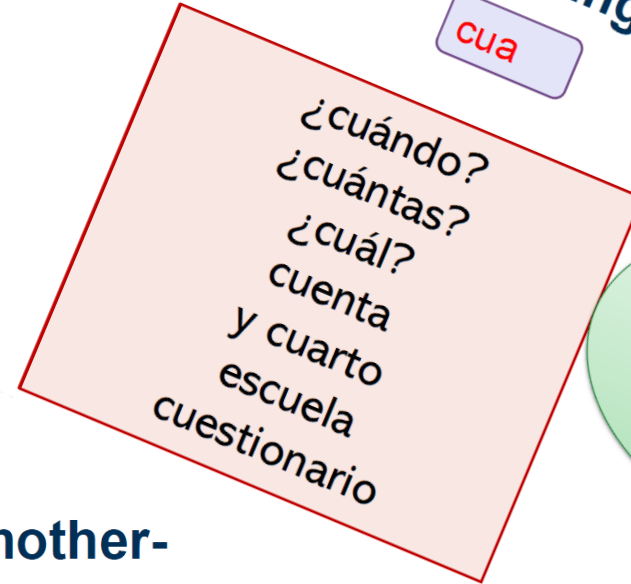
c



Recognising & reproducing key
sounds – decoding

cua

cue



Working to eliminate mother-tongue interference

- In Spanish you need to say every letter – except h
- Don't think in English when you pronounce Spanish
- This is really important when the Spanish word looks like an English one

Try these five words:

1. come
2. sale
3. chocolate
4. radio
5. hay



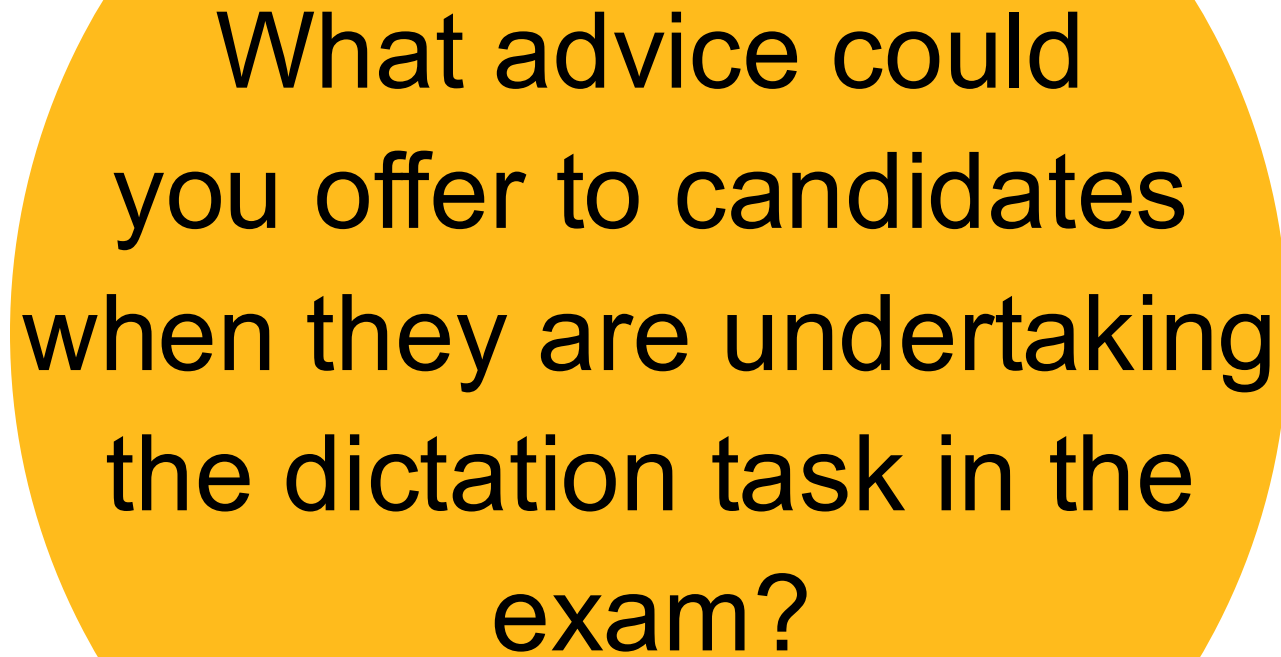
Ideas for homework tasks

- Chunk/decode a list of words that they have been given, which could include complex or unfamiliar words.
- Practise saying a list of words with help of audio file; record themselves, and reflect on easiest and most difficult sounds.
- Listen to audio file of a few sounds and find words with the same sounds (from a list or prior knowledge).
- Annotate a set of sentences to mark intonation, stresses etc as appropriate to your language.
- Flipped learning activities to prepare for the next lesson.



In the exam



A large yellow circle is centered on a white background. Inside the circle, the text "What advice could you offer to candidates when they are undertaking the dictation task in the exam?" is written in a black, sans-serif font. The text is arranged in five lines, centered horizontally within the circle.

What advice could
you offer to candidates
when they are undertaking
the dictation task in the
exam?

How students are supported in the exam

- The subject of the Dictation is given – all sentences are from that subject, and are linked, so students already have a framework for the task.
- All off-spec words appear in the gap-fill section of the text – this supports students with scaffolding for the off-spec words, so that they can use the words given to help them with renditions of the words in the gaps.
- All words in the full-sentence transcription will be on-spec words from the vocabulary list.
- There won't be repetitions of sounds / word families e.g. *viajar* / *viaje*, apart from small essential words like *una*!



What approaches / techniques can they use?

- Be clear about how many words they need to write overall – if they have too many / too few, something isn't right!
- Consider / write down options where the sound could be made by different SSCs before deciding on the most appropriate / probable.
- Consider the context – speculate on the meaning of the sentence within the subject stated and what possible words could be spoken.
- Consider the word class – e.g. if it comes after el / la it's normally a singular noun; if it comes after los / las it's likely a plural noun etc.
- Check that the word is recognisable.
- Check that (as far as they can tell) the sentence makes sense.

Marking points

- Clarity – make sure the examiner can clearly read what is intended.
- Accents (at Higher tier, for accents that denote stress patterns) - make sure it is clear if one is being used, e.g. on the letter 'i'.
- Alternatives – if two or more alternatives have been left in the transcription, the examiner will mark the first one only.
- Crossing out – if a word has been crossed out and replaced, it is the replacement word that will be considered, even if the crossed-out word is spelled correctly.





Dictation mark scheme

How is the dictation marked?

- Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs).
- The number of rewardable words will then be given a mark on a sliding scale of 0 to 10.
- Exemplification is provided in the SAMs to help teachers see how to use the mark scheme.



How is the dictation marked?

Foundation tier

- Exactly 20 words to be transcribed
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 20 to a mark out of 10

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

Higher tier

- Exactly 30 words to be transcribed
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 30 to a mark out of 10

Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

Rewardable words

- Words spelled exactly as in the transcript
- In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
 - /b/ written with b or v, e.g. *vibir* instead of *vivir*, *vastante* instead of *bastante*
 - /ll/ written with y or ll, e.g. *yevar* instead of *llevar*
 - /ge/ and /je/ e.g. *jente* instead of *gente*
 - /gi/ and /ji/ e.g. *jirar* instead of *girar*

Non-rewardable words

- Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *gitarra* instead of *guitarra*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound. Examples of sound spellings that will not be rewarded:

gitarra instead of *guitarra*

dansa instead of *danza*

huntas instead of *juntas*

passar instead of *pasar*

double consonant when the SSC is affected ll (*calla, cala*) rr (*pero, perro*)

gerra instead of *guerra*



vethes instead of *veces*

pequenyó or *pequeno* instead of *pequeño*.

addictivo instead of *adictivo*

- Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *sonyadorra* (*soñadora*) outside of the sentence *a veces es soñadora*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.
- (HT only) Spellings which do not follow associated rules for key stress positions, i.e. incorrect use or omission of accents.





Application of mark schemes to exemplar material (Spanish)

Foundation tier exemplar

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Mi colegio es grande.

1. La comienza a las
2. Estudio y
3. La es

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Me gusta mucho estudiar.

4.
.....
5.
.....
6.
.....

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Mi colegio es grande.

1. La escuela comienza a las ocho.
2. Estudio arte y japonés*.
3. La geografía* es aburrida.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Me gusta mucho estudiar.

4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

* Non-vocabulary list words

Foundation Tier Transcription 1

1. (La) escuela (comienza a las) ocho.
2. (Estudio) arte (y) jabones.
3. (La) geographia (es) aburrida.
4. 4. Siempre hago mis deberes.
5. 5. La clases es pequeña.
6. 6. Mi profesor de ciencias es estricto.

What marks would
you give?

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Mi colegio es grande.

1. La escuela comienza a las ocho.
2. Estudio arte y japonés*.
3. La geografía* es aburrida.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Me gusta mucho estudiar.

4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

* Non-vocabulary list words

Foundation Tier Transcription 1 marks

Dictation A Student 1 answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
	Total 16/20				
(La) escuela (comienza a las) ocho.	2	escuela ocho			
(Estudio) árte (y) jabones.	1		árte*	jabones	
(La) geographia (es) aburrída.	1	aburrída		geographia**	
Siempre hago mis deveres .	4	Siempre hago mis	deveres		
La elases es pequeña.	3	La es pequeña		elases	
Mi profesor de ciencias es estricto.	5	Mi profesor de es estricto		ciencias	

Foundation Tier Transcription 2

1. (La) escuela (comienza a las) ocho.
2. (Estudio) arte (y) japonés*.
3. (La) geografía (es) aburrida.
4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

What marks would
you give?

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Mi colegio es grande.

1. La escuela comienza a las ocho.
2. Estudio arte y japonés*.
3. La geografía* es aburrida.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Me gusta mucho estudiar.

4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

* Non-vocabulary list words

Foundation Tier Transcription 2 marks

Dictation A Student 2 answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
	Total 12/20				
(La) escela (comienza a las) ocho.	1	ocho		escela	
(Estudio) harte (y) harpones .	0			harte harpones	
(La) geografia (es) aburridá .	2		geografia* aburridá*		
Siempre hago mes debres .	2	Siempre hago		mes debres	
La clase es pegeña .	3	La clase es		pegeña	
Mi professor de ciencias es stricto .	4	Mi de ciencias es		professor stricto	

Higher tier exemplar

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: *Mi pasatiempo favorito es comprar.*

1. En internet
..... a
2. Gasto mi en
..... y

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: *También voy de tiendas.*

3.
.....
4.
.....
5.
.....
6.
.....

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: *Mi pasatiempo favorito es comprar.*

1. En internet encuentro gangas* a menudo.
2. Gasto mi dinero en perfumes* y maquillaje*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: *También voy de tiendas.*

3. Me gustaría ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

Higher Tier Transcription 1

1. (En internet) encuentro ganga (a) menudo.
2. (Gasto mi) dinero (en) perfumes (y) maquillaje.
3. Me gustaria ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Mi pasatiempo favorito es comprar.

1. En internet encuentro gangas* a menudo.
2. Gasto mi dinero en perfumes* y maquillaje*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: También voy de tiendas.

3. Me gustaría ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

What marks would
you give?

Higher Tier Transcription 1 marks

Dictation B Student 1 answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non- rewardable Category 3 (words with mis- spellings due to incorrect application of SSC)	Non- rewardable Category 4 (words written phonetically but which are not recognisable out of context)	Non- rewardable Category 5 (Spellings which do not follow associated spelling rules for key stress positions)
	Total 25/30					
(En internet) enquentro ganga (a) menudo.	1	menudo		enquentro ganga		
(Gasto mi) dinero (en) perfumes (y) maquiyaque.	2	dinero perfumes		maquiyaque		
Me <i>gustaria</i> ir a las rebahas.	4	Me ir a las		rebahas		<i>gustaria</i>
No me importa hacer colas.	5	No me importa hacer colas				
La ropa de segunda mano es popular.	7	La ropa de segunda mano es popular				
La prefiero porque es muy económica.	6	La prefiero porque es muy económica				

Higher Tier Transcription 2

1. (En internet) encuentro gangas (a) a menudo.
2. (Gasto mi) dinero (en) perfumez (y) maquillaje.
3. Mi gustaria ir a las barajas.
4. No mi imperta hacer colars.
5. La ropa di segunda manno es porpular.
6. La perfiero porque es muy erconomika.

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Mi pasatiempo favorito es comprar.

1. En internet encuentro gangas* a menudo.
2. Gasto mi dinero en perfumes* y maquillaje*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: También voy de tiendas.

3. Me gustaría ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

What marks would
you give?

Higher Tier Transcription 2 marks

Dictation B Student 3 answer	Number of rewardable words in all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non- rewardable Category 3 (words with mis- spellings due to incorrect application of SSC)	Non- rewardable Category 4 (words written phonetically but which are not recognisable out of context)	Non- rewardable Category 5 (Spellings which do not follow associated spelling rules for key stress positions)
	Total 12/30					
(En internet) encuantre ganjas (a) a* menudo.	1	menudo		encuantre ganjas		
(Gasto mi) dineré (en) perfumez (y) maciaje .	0			perfumez maciaje		dineré
Mi gustaria ir a las barajas .	3	ir a las		Mi barajas		gustaria
No mi imperta hacer colars .	2	No hacer		mi imperta colars		
La rropa di secunda manne es porpular .	3	La es	rropa	di secunda manne porpular		
La perfiero perque es muy erconomika .	3	La es muy		perfiero perque erconomika		

Dictation Quick Quiz!

1. How many marks in total?
 2. What's the breakdown for gap fill v full sentences in FT and HT?
 3. Are sentences thematically linked or random subjects for each?
 4. How many non-vocab list words are in each the FT/HT?
 5. What are the two categories for 'rewardable' words?
- 10 marks
 - FT: 3x gap fill 3x sentences
 - HT: 2x gap fill 4x sentences
 - Thematically linked
 - 2 words in FT, 3 words in HT
 - Spelled exactly as per transcript / recognisable words using same sound but different SSC



Any questions?





Resources and support

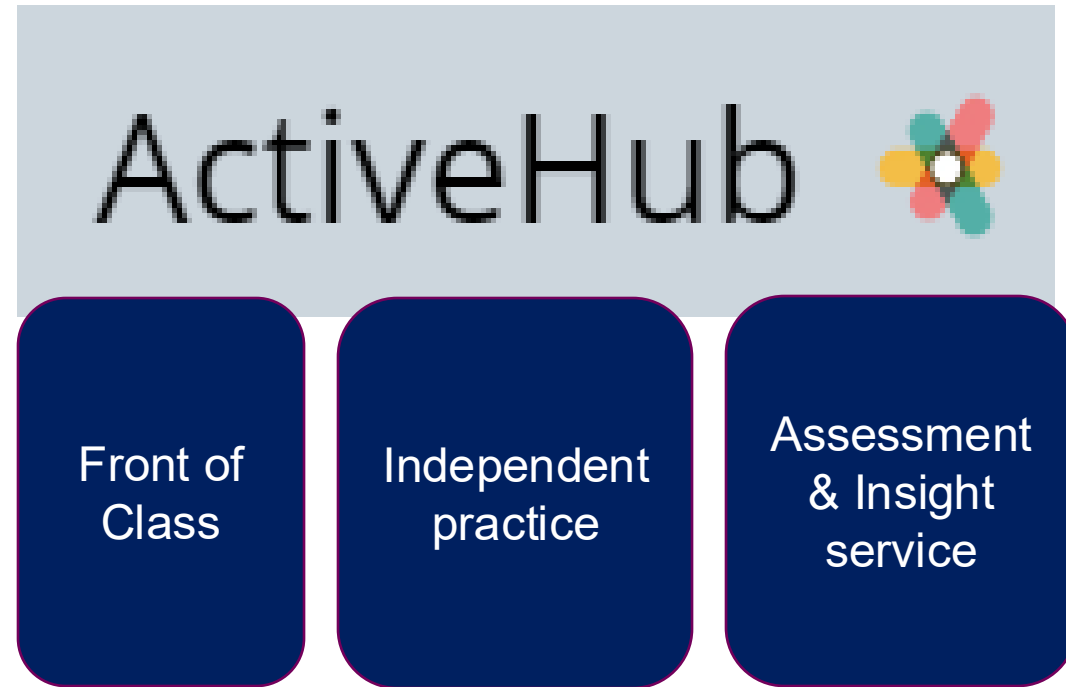
GCSE resources from Pearson



Higher
Tier
Student
Book



Foundation
Tier
Student
Book




Pearson scheme of work

Phonics PPTs

Phonics: silent final consonants **silent verb endings**

Practise the word *dangereux*. Listen and repeat.

dangereux 

In French, the final consonants **-s**, **-t** and **-x** are usually silent. The verb endings **-e**, **-es** and **-ent** are also silent.

Listen and repeat the words.

1 avis	7 parfois
2 vêtement	8 tout
3 jeux	9 affreux
4 regarde	10 parle
5 joues	11 envoie
6 téléchargent	12 achètent

Sentence builder grids

Ma vie en ligne

Qu'est-ce que tu fais en ligne?
What do you do online?

J'écoute / I listen to	de la musique / music des chansons / songs	avec mes écouteurs / with my headphones.
Je télécharge / I download	de la musique / music des chansons / songs	
Je regarde / I watch	des clips sur TikTok / clips on TikTok des clips / clips	
Je partage / I share	des photos / photos des selfies / selfies	avec mon ami / with my friend.
Je parle / I talk		



3 Qu'est-ce que tu regardes?

Writing skills – Ce que j'aime regarder

A Draw a line to match the key words to the correct English translation.

- 1 Les émissions de télé-réalité
- 2 Les émissions de sport
- 3 Les séries
- 4 Les vidéos amusantes d'animaux
- 5 Les vidéos de cuisine
- 6 Les films d'action
- 7 Les films de science-fiction

a Column Brook _____ Series

b Sports programmes

c Action films

d Cooking videos

e Science fiction films

f Funny animal videos

g TV reality shows

B Read Céline's email to Christophe about her viewing habits. Complete it using the words below.

regarder / la télé / réel / de sport / chaînes / ordinateur / cinéma / télé-réalité / un grand écran / émissions

Bonjour Christophe!

J'aime _____ (1) un peu de tout mais je préfère les _____ (2) musicales. Je regarde souvent des clips sur des _____ (3) de musique et je regarde aussi _____ (4) le soir ou le week-end. Je ne regarde jamais les émissions de _____ (5).

Skills worksheets

1 Ma vie en ligne

Speaking confidence – Preparing for the read-aloud task (Independently)

A Practise reading aloud the words below. Remember to pay attention to the silent endings in bold.

chêne / jouir / trop / ils jouent / affreux / je parle / beaucoup / tu télécharges / parfois / tout le temps / j'envoie / loufoques / la regarde / dangereux / ils passent / réseaux sociaux

In French, final 'e' and final consonants like -g, -k, -t and -x are silent. The verb endings -e, -es and -ent are also silent.

B Read the dialogue. Underline all silent final 'e', circle the silent final consonants and highlight the silent verb endings. Then practise reading the text aloud.

Est-ce que tu utilises beaucoup ton portable?

Oui, j'utilise mon portable tous les jours.

Qu'est-ce que tu fais en ligne?

Je joue à des jeux avec mon meilleur ami. Et toi, est-ce que tu joues en ligne?

Non, mais je regarde tout le temps des vidéos amusantes.

Nes ferez aussi regarder des clips sur YouTube.

C French cognates look like English words but are pronounced differently. Find ten cognates in the box and practise pronouncing them in your best French accent.

Internet	écran	harcèlement	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tolérer	achat	jeunesse	portable	identité
victime	vol	temps	communiquer	jeux

D Look at the pairs of phrases below. Underline the phrase in each pair that uses a liaison. Then practise reading all phrases aloud.

- 1 des apple / des jeux
- 2 les vêtements / les achats
- 3 c'est trop intéressant / c'est trop génial
- 4 sans portable sans écran
- 5 c'est formidable / c'est exceptionnel
- 6 je joue aux jeux / je joue aux jeux en ligne

In French, if silent final consonants are followed by a word that begins with a vowel, they are pronounced. This is called a liaison, e.g. *hip → hip, important*.

Grammar quiz worksheets

1 Ma vie en ligne

Grammar quiz – The present tense of regular -er verbs

A Read the grammar box on the left. Then complete the verb table with the correct present tense endings.

There are many regular -er verbs in French. Remember that they work like this in the present tense.

je joue (to play)	tu regardes (to watch)
je joue / I play	tu regardes / you (sg) watch
tu joues / you (sg) play	il/elle/on regarde / he/she/it watches / s/he watch
il/elle/on joue / he/she plays / we play	ils/elles regardent / they watch
nous jouons / we play	vous regardez / you (pl or polite) watch
vous jouez / you (pl or polite) play	ils/elles regardent / they watch

B Circle the correct form of the verb in these sentences. Then translate the sentences into English.

Exemple: Nous jouons / (jouons) / j'écoute à des jeux en ligne. We play online games.

- 1 Je regarde / regardes / regardes des clips vidéo.
- 2 Elle télécharge / télécharges / télécharge de la musique.
- 3 Tu parles / parles / parles avec tes amis.
- 4 Ils partagent / partages / partages des photos.
- 5 Vous cherchez / cherchez / cherchez des idées.

C Circle the verb mistakes in these sentences and then write out the correct versions.

Exemple: Mes copains (passé) beaucoup de temps sur Internet passer.

- 1 Elles communiquent sur les réseaux sociaux.
- 2 Nous achète des vêtements en ligne.
- 3 Mon frère tchatte avec ses amis sur GamesChat.
- 4 Ma mère pense qu'Internet est dangereux.

Remember that verbs in the 3rd person singular (il, elle, on and ils/elles) are followed by an 's'.

Answers – Ex. 1 Écouter

- 1 b
- 2 f
- 3 c
- 4 a
- 5 d
- 6 e

1 – Qu'est-ce que tu fais en ligne?
– Je télécharge et j'écoute des chansons sur mon portable.

2 Je parle avec ma famille en Tunisie, en Afrique, et je partage des photos.

3 – Qu'est-ce que tu fais en ligne?
– Je cherche des idées, et puis parfois, j'achète des vêtements et d'autres choses.

4 Je joue à des jeux contre ma meilleure amie.

5 – Et toi? Qu'est-ce que tu fais en ligne?
– Je regarde des clips, et des vidéos amusantes.

6 J'envoie des messages à mes copains et copines.

Audio files and transcripts

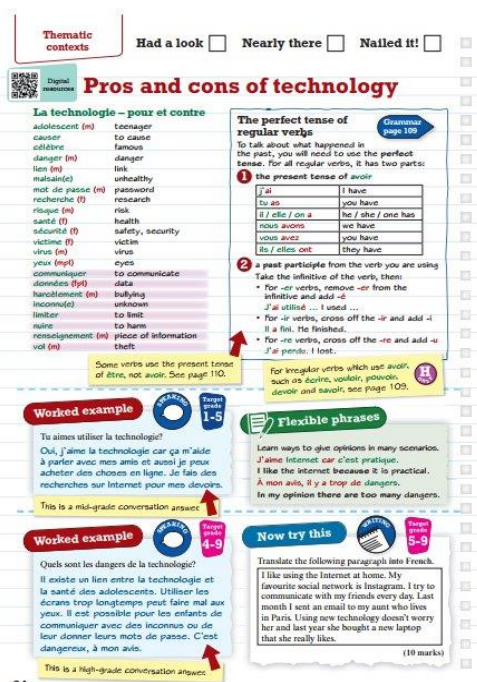
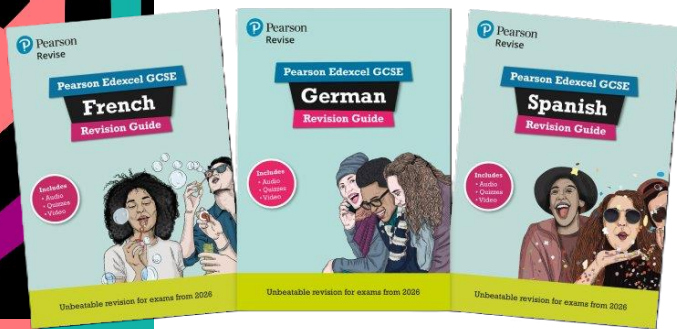
1 Tu as du temps à perdre? – Fêtes et jeux

Audio transcript (Page 7 Exercise 2)

- 1 – Pardon. Les dix jours sans écran – à ton avis, c'est une bonne idée, ou une mauvaise idée?
– À mon avis, c'est une bonne idée. C'est assez amusant.
- 2 – Et toi? Tu es d'accord? Les dix jours sans écran, c'est une bonne idée?
– Non, je ne suis pas d'accord. À mon avis, c'est une mauvaise idée! C'est ennuyeux et c'est complètement nul!
- 3 – Tu es d'accord? À ton avis, c'est une bonne idée?
– Oui, je suis d'accord. À mon avis, c'est une très bonne idée – c'est très intéressant.

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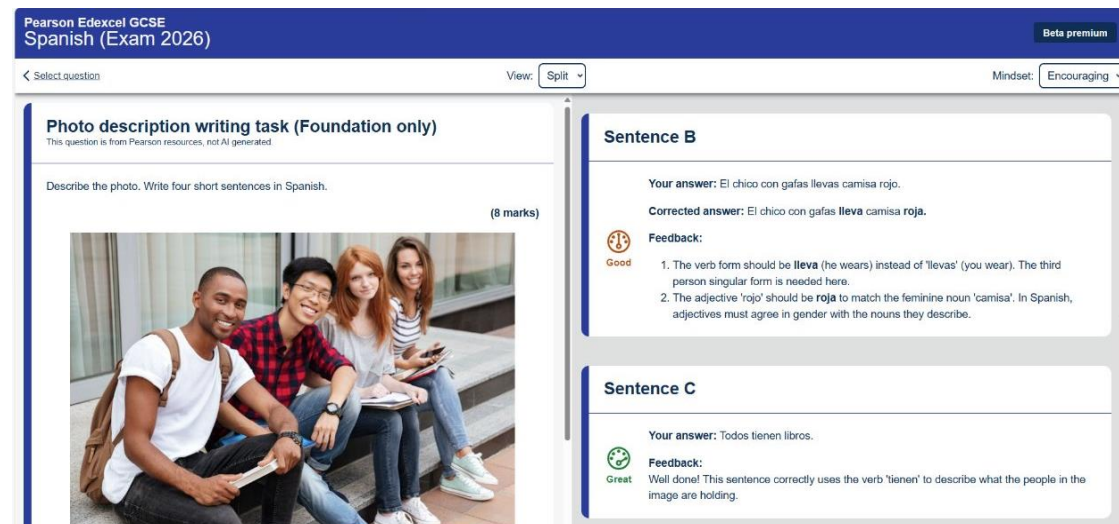
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Review of today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs
- Briefly explore teaching and learning approaches to prepare for the task
- Consider techniques and approaches for successful transcription in the exam
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training



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Languages

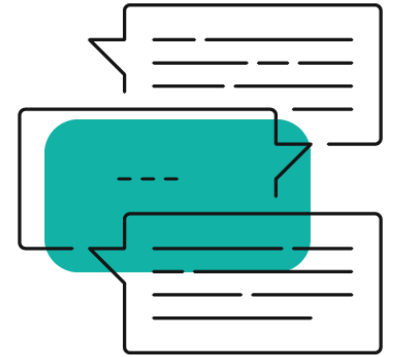
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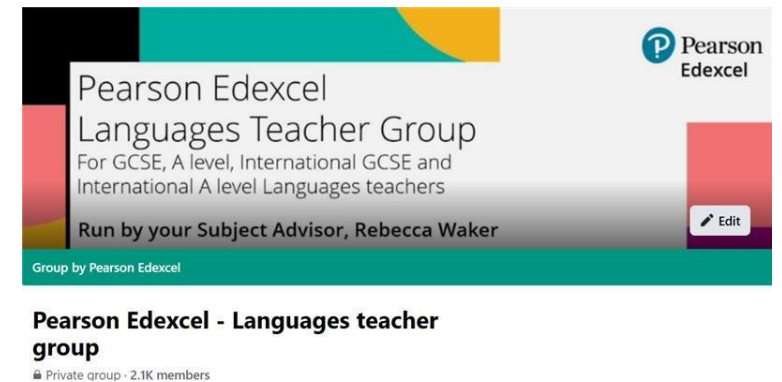
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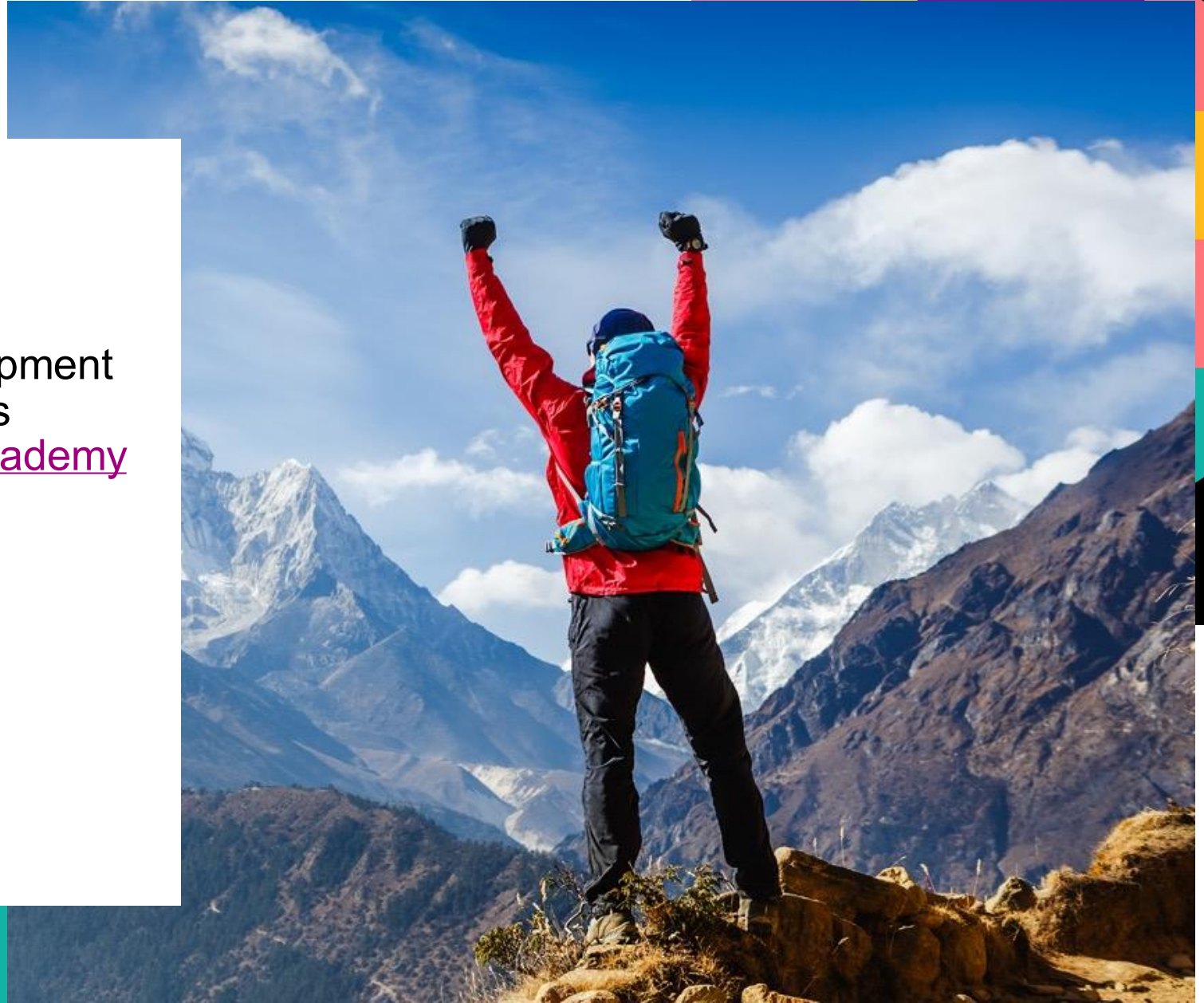
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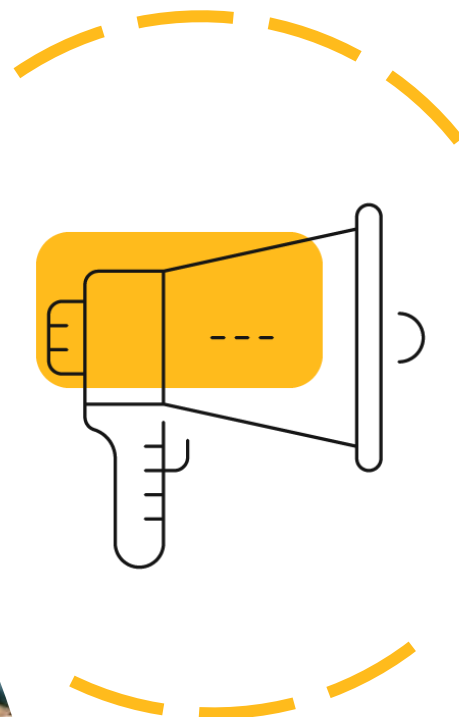
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