

Notes Regarding Jigsaw Dictation

These Jigsaw Dictation exercises are provided courtesy of Richard Mann of Madera Adult School. Here are his suggestions for using Jigsaw Dictation.

Do whatever pre-speaking activities are necessary for the class to understand the general idea of the passage (in this case, the class will have been exposed to the 'Scene' and the 'Vocabulary' first anyway) and do whatever language work you think is advisable.

When the class is ready for a two-way communication activity, use this procedure:

1) Read the passage (or show video of the "Scene"), making sure that the general meaning of the text is clear to students.

2) Arrange students in pairs, facing one another with some sort of barrier between them (a book standing up will do).

3) Distribute version (A) to one member of each pair and version (B) to the other student of each pair.

4) Now, read the text again a little more slowly, letting students fill in the blanks that they can, but do not stop reading. Most of their filling in will come in the pair work.

5) Have students take turns dictating their parts to each other until they complete their texts. This stage involves both students taking turns alternately speaking and then listening carefully.

It is very important that you monitor student pairs to be sure that they are speaking to one another rather than reading what is on their partner's paper. This is a two-way communicative activity, NOT a reading activity.

If students have trouble with unfamiliar words, tell them to treat this as a real-life communication situation. Suggest that they spell out the words that they cannot pronounce, just as they would if they were on a telephone.

NOTE: For first time initiation I have found it helpful to model or do a mock pair fill-in in front of the whole class to show them exactly how it should be done.

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