

**Dictation Contest (PRJr, 初級) No. 331**

Hi, everyone! Welcome back to Inter-Tomas!

Cracker needed to be groomed. Ella brushed the mud off Cracker's coat. It was hard work. Meg showed her how to scrape the mud out of Cracker's foot. That was hard work, too. But Ella wanted to have a go.

Here are some new words. You use a dandy brush to rub off mud. You use a hoof pick to clean feet.

This is all for today, see you next time!

**Dictation Contest (PR1, 中級) No. 331**

Hi, everyone! Welcome back to PR1.

Today, I'm going to tell you about an emu that fell in love. Let's begin!

One fall day, a giant bird showed up at the home of John Anderson and fell madly in love with him. He and his wife first saw the six-foot emu drinking water from their bird bath and eating berries from their trees. Then, John began to feed her dog food, not knowing that he was asking for trouble. Soon the bird was following John all day long and driving him crazy. Then things went from bad to worse. One day the bird ran toward John, making noises deep in her throat.

That is all for today. See you next time! Bye-bye!

### Dictation Contest (PR2 上級) No. 331

Hello, everyone! Welcome back to PR2.

Today, I have the second part of the text about language as a natural ability. Take a listen:

Goldin-Meadow has been steadily researching the gestures used by deaf children for over twenty years. During this time, she has accumulated a rich archive of videotapes of them communicating with their mothers. She argues that when we examine the gestures, not only do we find that they form a coherent system, but we can also discern stages in their development. First, the children create nouns by pointing to objects. Later, they begin to combine these gestures with ones that stand for verbs to form elementary sentences. Goldin-Meadow puts forward the theory that these stages illustrate the way in which all human minds tend to develop.

Part of the significance of the latest research is that the patterns of gestures have a grammar different from both Chinese and English. When the children use gestures for “boy” and “hit”, for example, the meaning is that the boy was hit by someone, not that the boy hit someone. But this evidence seems to uphold the surmise that this development occurs regardless of language. Whether we can really ascribe to all human beings the stages that Goldin-Meadows has extracted from her data remains to be seen, but her research is certainly a vivid reminder of how naturally resourceful human beings are.

Well, that's all for today, and I'll see you in class.