



# Travel Time

Ref: EN\_DI\_1

## Introduction

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 <b>Description</b>	<p>This lesson uses a Dictogloss activity, a collaborative game, where learners work together to reconstruct a short text after listening to it. Through this fun and interactive process, learners practice producing language while focusing on the use of the simple past and simple future tenses, helping them understand how verb forms connect to their meanings.</p>					
 <b>Age</b>	6 - 9 years	 <b>Language Area</b>	<b>Simple Past and Simple Future Tenses</b>			
 <b>Proficiency Level</b>	A1-A2	 <b>Authors</b>	<b>Stella Vogiatzi, Giorgos Botsoglou, Athina Nachopoulou</b>			
 <b>Subject</b>	Language	 <b>Duration</b>	<b>1 teaching hour (45')</b>			
 <b>Links with Language Curriculum</b>	<p>Grammar: Simple Past and Simple Future Tenses</p>					
 <b>Rationale</b>	<p>This educational protocol involves Dictogloss, which is a form of a 'collaborative game'. The rationale of the Dictogloss is that (a) the learners interact with their peers in a fun way provoking language production, and (b) they notice the form of simple past &amp; simple future in the (oral) input (texts) and, thus, become aware of the connection between the morphological form of the past and future tense and their meaning.</p>					



# Introduction

 <b>Aims</b>	<p>It is expected that learners:</p> <ul style="list-style-type: none"><li>• will interact and help each other.</li><li>• will all have opportunities to contribute to their group.</li><li>• will increase their interest in the learning process by means of a fun activity.</li><li>• will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.</li><li>• will observe potential errors they make and will pay attention to the target grammatical forms through negotiation.</li><li>• will be able to practice a grammatical phenomenon (with which they may have already been acquainted), i.e. the form of simple past &amp; simple future in this protocol.</li></ul>
 <b>Equipment and Material Needed</b>	<ul style="list-style-type: none"><li>• Pictures regarding the topic of the stories.</li><li>• One pre-recorded audio file of the text (alternatively the teacher could read the text)</li><li>• A worksheet (A4 paper size) serving as a text reconstruction form, which will include either a blank space for students to reconstruct the text or the text itself with gaps to be filled in (if words and/or phrases need to be reconstructed rather than the entire text).</li></ul>

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Introduction

The teacher tells the learners that they will listen to two stories. (3 minutes)



### 02 | Listening Stage

The teacher split the learners into groups. The learners first listen to the pre-recorded version of the text (see audiofile in the Appendix) and the teacher asks them to listen for comprehension, without taking any notes. (2 minutes)





### 03 | Listening Stage with Visual Support

The teacher distributes to the learners the pictures representing the story and the learners listen to the text two more times. During the second and third listening time they are asked to take notes below the pictures which represent the events of the story. Then, they are asked to reconstruct the text based on the reconstruction form. (4 minutes)



### 04 | Reconstruction Stage

After the final listening, the learners recall the content of the text, assisted by their notes and the visual support (images), and try to produce a text that resembles the original as much as possible. This text-reconstruction stage is often implemented as pair work (optionally though), so the learners can pool their resources. Learners are given the original text with gaps and are asked to fill them in. (8-10 minutes)



### 05 | After Reconstruction

The last step is for the learners to compare their version with the transcript of the original text and make amendments, using a different color (again, either group- wise or individually). The text of the group (or the learner) that has more similarities than differences with the original text wins. The same procedure is repeated for the second text. (5 minutes)

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## Useful Tips

01

Depending on learners' proficiency level, they can be asked either to fill in the missing gaps, as in the example provided in the Appendix, or alternatively to reconstruct the entire text.

02

Dictogloss activities can be implemented either in groups or individually.

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# Appendix Educational Material

## 01 | Texts

### *Introduction*

*The teacher tells the learners that they will listen to a story and asks whether they know any stories or which story is their favorite. (3 minutes)*

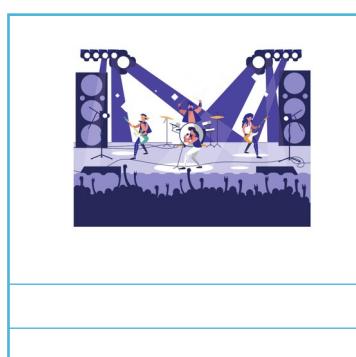
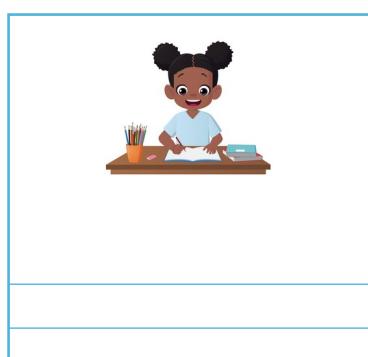
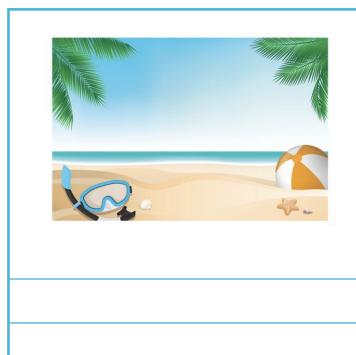
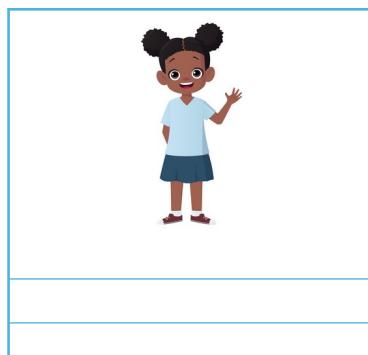
**Listen to the story of Ada.**

**Text 1 – Complete audio file**

Ada is from Zambia. This year, she is on vacation with her family in Madagascar. Yesterday, Ada (1) encountered Maria on the beach and (2) returned to the hotel with her. Tomorrow, Ada (3) will paint with Maria. The day after tomorrow, they (4) will enjoy a concert together. The two of them are very good friends.

**Now listen to the story again and take notes under the pictures.**

**Accompanying illustrations with notes:**



**Now fill in the gaps. Your notes and the pictures will help you.**

**Text 1 – With gaps**

Ada is from Zambia. This year, she is on vacation with her family in Madagascar. Yesterday, Ada (1) ..... Maria on the beach and (2) ..... to the hotel with her. Tomorrow, Ada (3) ..... with Maria. The day after tomorrow, they (4) ..... a concert together. The two of them are very good friends.

## 01 | Texts

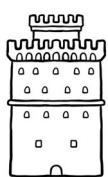
**Listen to the story of George.**

### **Text 2 - Complete audio file**

George is from Thessaloniki. He is on vacation with his family in Corfu. His birthday is in two days. He will turn 10 years old. The day before yesterday, his family (1) decided to throw a surprise party. They (2) organized the party at the island's amusement park. Everything is ready for the party, and it will be perfect. The day after tomorrow, the whole family (3) will celebrate the birthday, and George (4) will open his gifts and play with his friends.

**Now listen to the story again and take notes under the pictures.**

**Accompanying illustrations with notes:**



**Now fill in the gaps. Your notes and the pictures will help you.**

### **Text 2 – With gaps**

George is from Thessaloniki. He is on vacation with his family in Corfu. His birthday is in two days. He will turn 10 years old. The day before yesterday, his family (1) ..... to throw a surprise party. They (2) ..... the party at the island's amusement park. Everything is ready for the party, and it will be perfect. The day after tomorrow, the whole family (3) ..... the birthday, and George (4) ..... his gifts and play with his friends.

# Answers

## 1<sup>st</sup> Text

(01) encountered, (2) returned, (3) will paint, (4) will enjoy

## 2<sup>nd</sup> Text

(1) decided, (2) organized, (3) will celebrate, (4) will open



# Notes