











# Trips

Ref: EN\_PTL\_4




## Introduction

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 <b>Description</b>	<p>In this English lesson, students explore vocabulary related to travel and destinations while learning to recognize and use different verb tenses. Through engaging activities such as picture-based discussions, listening exercises, and a running dictation game, students connect language learning with real-world contexts. They compare how time and verb forms are expressed in English and in their L1, enhancing their grammatical awareness and multilingual competence. The lesson fosters collaboration, active participation, and curiosity about different places and cultures.</p>		
 <b>Age</b>	6-9 years	 <b>Language Area</b>	<b>Grammar &amp; PTL:</b> Simple Past and Simple Future Tenses
 <b>Proficiency Level</b>	A1-A2	 <b>Authors</b>	<b>Athina Nachopoulou &amp; Nikos Dalampouras</b>
 <b>Subject</b>	Language	 <b>Duration</b>	<b>2 teaching hours (90')</b>
 <b>Links with Language Curriculum</b>	<ul style="list-style-type: none"> <li>• <b>Grammar and Morphosyntactic Awareness:</b> Students identify and use verbs in the past, present, and future tenses. They compare how time and verb forms are expressed in English and in their L1.</li> </ul>		

# Introduction

 <b>Rationale</b>	<p>The rationale of this educational protocol is to combine Running Dictation with multilingual approaches.</p> <p>Running Dictation activity is a form of a collaborative game, where students are expected (a) to interact with each other in a fun way provoking language production and (b) to notice the form of simple past and simple future tenses in the (written) input (texts) and, thus, become aware of the connection between the morphological form of the past and future tense and their meaning. In addition, the inclusion of learners' L1s (PTL) will familiarize students with PTL through the comparison between the L1 and the L2 and the production and translation of text (or verbs) in both languages.</p>
 <b>Aims</b>	<p>It is expected that students will:</p> <ol style="list-style-type: none"> <li>1. Notice the target grammatical forms during text comprehension.</li> <li>2. Increase their interest in the learning process by means of a fun activity which involves body movement.</li> <li>3. Improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.</li> <li>4. Interact and help each other.</li> <li>5. All have opportunities to contribute to their group either as a runner or as a writer.</li> <li>6. Be able to practice a grammatical phenomenon with which they have already been acquainted (here simple past and simple future tenses)</li> <li>7. Develop their language skills through the inclusion of the L1, which is used as scaffolding.</li> <li>8. Be engaged in multilingual activities as ways of becoming aware of the similarities and differences of L1 &amp; L2 and, thus, consolidate their L2 competence.</li> </ol>
 <b>Equipment and Material Needed</b>	<ul style="list-style-type: none"> <li>• Pictures introducing the topic of the texts.</li> <li>• Copies (for example A3 paper size) of the complete two texts that will be hung on the wall.</li> <li>• Copies (A4 paper size) of the incomplete texts that will be given to the students.</li> <li>• A timer for recording the time each team needed to complete the activity (see below).</li> <li>• Copies (A4 paper size) with the activities for Grammar &amp; PTL</li> </ul>

# Introduction

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



### 01 | Introduction

The activity begins with the presentation of pictures that will introduce the topic of the texts (traveling) of the target country. The pictures depict the places addressed in each text, i.e., Corfu, Madagascar. Based on the pictures, the teacher will initiate a 5-minute discussion by asking students questions such as: “Which place did you visit last year?”, “Did you like the place you visited?” etc. to introduce the grammatical phenomenon, i.e. tense (5 minutes). The teacher shows the students the line which represents time and allocates each verb form to the corresponding place on the axis. Then (s)he asks the students how these words are expressed in their own language.



### 02 | Listening Stage

The students listen to the complete pre-recorded version of the text (see audiofile in the Appendix). (2 minutes / text)



### 03 | Running dictation stage

1. The teacher splits the students into groups or pairs. (2 minutes)
2. The teacher hangs the complete target-text on the wall in as many copies as the groups formed (one copy for each group). (1 minute)
3. The teacher gives the incomplete versions of the texts to the student groups. (1 minute)
4. One member of each group is responsible for writing down the verbs missing. Another member of the group runs to the complete version of the text on the wall, finds the verb missing (gap) each time, runs to their group and dictates the missing verb. This process is repeated for each missing verb (gap). The roles among the group members alternate for the completion of each text, so that all children can be in charge of writing and running. If the group consists of two students, the students alternate roles each time. If the group consists of three or more students, the writer becomes a runner when the rest members of the team (runners) have completed their turn (the teacher can give this instruction before the game begins). (13 minutes)
5. The teacher records the time each group takes to complete the reconstruction of the text. When all the groups complete the reconstruction, each team can check their answers based on the original text hung on the wall and correct their mistakes using a different colour ink. The teacher checks the responses. (5 minutes)
6. The teacher adds 10'' for each error each team made to the time this team took to complete the text reconstruction (step 5). The team that has the fastest time wins.



## 04 | PTL – After running dictation

1. The teacher makes a brief introduction to the terms of past, present and future (before, now, after) combining them with the different endings of verbs in English. In addition, he/she gives a handout to students representing the concepts linearly and in boards and asks them for examples in the L2 or/and the L1. (10 minutes)
2. The teacher gives a handout to the students and asks them to complete Activity A: a) write the verbs of the exercise in their L1, b) translate the terms before, now, after in their L1, find out the respective ending of verbs in their L1, and discuss about the similarities of L1 & L2, (20 minutes)
3. The teacher hangs on the wall a poster with the English verbs of the text and asks the students to fill in this poster with the translation of these verbs in their L1s. (5 minutes)
4. Students translate the whole text or just the verbs needed for the exercise as homework with the involvement of family/community members.



## 05 | Repetition of the Process

- All the aforementioned steps of the procedure are repeated for the second text (skip the part of the discussion in the introduction for the second text).

## Useful Tips

01

The teacher needs to be cautious about the way the groups are formed. For example, factors such as heterogeneity, L1s, relations among students etc., need to be taken into consideration. Since the students' L1 is used, it is advised that the groups are formed on the basis of their L1s.

02

The teacher could use running dictation before the explicit teaching of past and future tense so that the students become aware of the morphological marking of the two tenses.

03

The teacher can think of an alternative solution for children who cannot run.

## Useful Tips

04

Running can be replaced by walking to avoid accidents.

05

It is advised that large objects are removed from the area so that running is not inhibited.

06

Instead of having each team correct their errors at the end of the game, the teacher can have them exchange their texts so that each team corrects the texts of a different team.

07

The teacher could also provide pictures while the students listen to the text (see below).

08

After the running dictation activity, the students could draw something relevant to the topic of the texts. Alternatively, depending on the learners' age and proficiency level, a text comprehension activity could be implemented.

09

Depending on the students' literacy levels, their language products, in the activities that follow and involve translanguaging, could be expressed orally and not in a written form.

10

The text translation in the students' language can be given as homework that can be completed with the help of family/community members, especially if the pupils' literacy in their L1 is low.

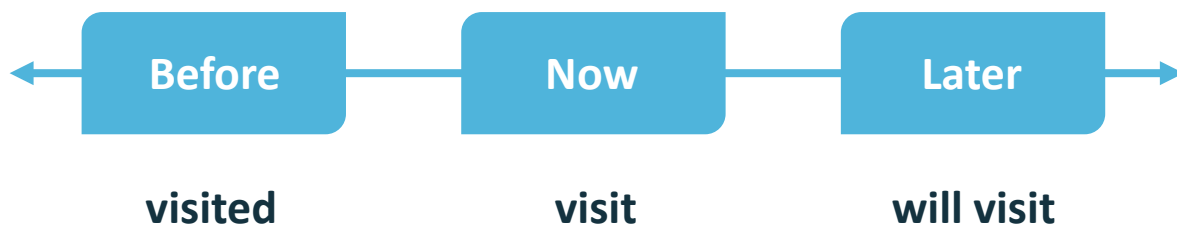


## 01 | Texts

### Introduction



Which place did you visit last year? Did you like the place you visited?  
Which place will you visit this year?



How do you say these words in your language? Is there a difference among these words?  
What is the difference?

### Text 1 – Complete hanging on the wall

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.

### Text 1 with gaps (on A4, given to students)

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.

# Activities

## 01 | Exploring Verbs Across Languages

Look at the following table:

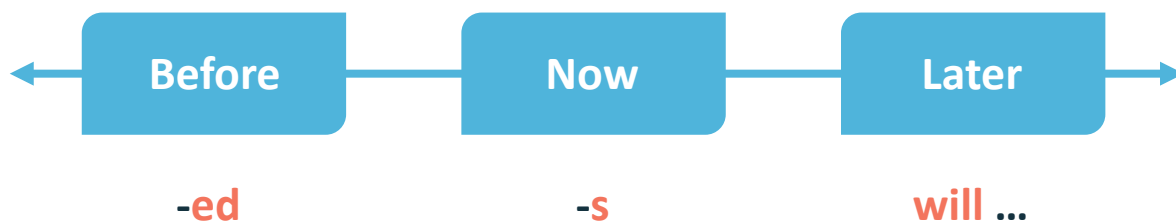


Table 1

encounter- <b>ed</b>	encounter- <b>s</b>	<b>will</b> encounter
return- <b>ed</b>	return- <b>s</b>	<b>will</b> return
paint- <b>ed</b>	paint- <b>s</b>	<b>will</b> paint
enjoy- <b>ed</b>	enjoy- <b>s</b>	<b>will</b> enjoy

Could you write the verbs in your first language on the following board?

Table 2

before		now		later	
English [-ed]	my 1 <sup>st</sup> language	English [-s]	my 1 <sup>st</sup> language	English [will...]	my 1 <sup>st</sup> language
encounter- <b>ed</b>		encounter- <b>s</b>		<b>will</b> encounter	
return- <b>ed</b>		return- <b>s</b>		<b>will</b> return	
paint- <b>ed</b>		paint- <b>s</b>		<b>will</b> paint	
enjoy- <b>ed</b>		enjoy- <b>s</b>		<b>will</b> enjoy	

Now write in your first language.:

### Discussion

Can you find similarities with your first language?

# Activities

## 02 | Fill in the poster with the respective verbs in your first language.

## 03 | [Homework]

Could you translate this text in your first language?

### Text 2 – Complete hanging on the wall

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. (2) They 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.

### Text 2 with gaps (on A4, given to students)

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. (2) They ..... 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.





## 04 | Exploring Verbs Across Languages

Look at the following table:

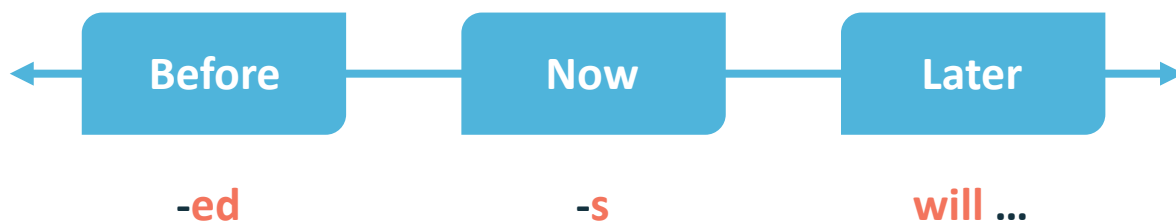


Table 3

decid- <b>ed</b>	decide- <b>s</b>	<b>will</b> decide
organiz- <b>ed</b>	organize- <b>s</b>	<b>will</b> organize
celebrat- <b>ed</b>	celebrate- <b>s</b>	<b>will</b> celebrate
open- <b>ed</b>	open- <b>s</b>	<b>will</b> open

Could you write the verbs in your first language on the following board?

Table 4

before		now		later	
English [-ed]	my 1 <sup>st</sup> language	English [-s]	my 1 <sup>st</sup> language	English [will...]	my 1 <sup>st</sup> language
decid- <b>ed</b>		decide- <b>s</b>		<b>will</b> decide	
organiz- <b>ed</b>		organize- <b>s</b>		<b>will</b> organize	
celebrat- <b>ed</b>		celebrate- <b>s</b>		<b>will</b> celebrate	
open- <b>ed</b>		open- <b>s</b>		<b>will</b> open	

Now write in your first language.:

←


→

### Discussion

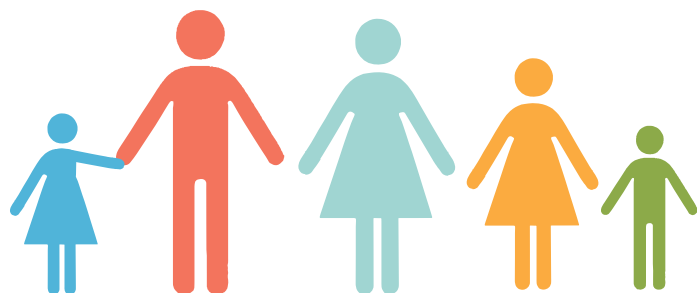
Can you find similarities with your first language?

## Activities

**05 | Fill in the poster with the respective verbs in your first language.**

**06 | [Homework]**

Could you translate this text in your first language?



# 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

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a template for writing. There are no margins, text, or other markings on the page.