











Sharing Memories: A Picnic and a Beach Day

Ref: EN_DI_5



Introduction

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 Description	<p>In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging stories about different outdoor activities. Using the dictogloss technique, learners listen to short narratives describing family outings and recreational experiences, take notes with the help of visual aids, and reconstruct the texts from memory. The lesson focuses on possessive determiners and possessive pronouns, helping students notice and apply forms such as <i>my, your, his, her, our, theirs, mine, and ours</i> in meaningful contexts. Through group or pair work, learners practice accuracy, recall, and teamwork while developing strategies for active listening and language retention. By comparing their reconstructed versions with the original texts, students enhance self-correction skills, expand vocabulary related to personal belongings and shared items, and gain confidence in using English to describe ownership and relationships in everyday situations.</p>		
 Age	6 - 9 years old	 Language Area	Possessive determiners and possessive pronouns
 Proficiency Level	B1-B2	 Authors	Athina Nachopoulou
 Subject	Language	 Duration	1 teaching hour (45')
 Links with Language Curriculum	Grammar: possessive determiners and possessive pronouns		

Introduction

 Rationale	<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 possessive determiners and possessive pronouns.</p>
 Aims	<p>It is expected that students:</p> <ol style="list-style-type: none"> 1. Will interact and help each other. 2. Will all have opportunities to contribute to their group. 3. Will increase their interest in the learning process by means of a fun activity. 4. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills. 5. Will observe potential errors they make and will pay attention to the target grammatical forms through negotiation. 6. Will be able to practice a grammatical phenomenon (with which they may have already been acquainted), i.e., the possessive determiners and possessive pronouns in this protocol and, thus, become able to: a) develop connections between the form of both the possessive determiners and the possessive pronouns and their meaning, i.e., that both express possession b) notice that possessive determiners cannot stand on their own (without a noun phrase) while possessive pronouns can and c) notice the different forms of possessive determiners and possessive pronouns depending on the gender and number of their referents.
 Equipment and Material Needed	<ul style="list-style-type: none"> • Pictures regarding the topic of the stories. • One pre-recorded audio file of the text (alternatively the teacher could read the text) • A worksheet (A4 paper size) as a reconstruction form that will include either the text with the gaps that must be filled in (if words and/or phrases need to be reconstructed rather than the entire text)

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



01 | Introduction

The teacher tells the students that they will listen to two stories about different outdoor activities. (S)he asks them what outdoor activities they enjoy in their free time. (3 minutes)



02 | Listening stage

The teacher splits the students into groups. The students first listen to the teacher reading the text aloud (see text in the Appendix), and they are asked to listen for comprehension, without taking any notes. (2 minutes/per text)



03 | Listening Stage with Visual Support

The teacher distributes to the students the pictures representing the story and reads the text aloud two more times. During the second and third readings, the students 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/per text)



04 | Reconstruction Stage

After the final reading, the students 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 students can pool their resources. Students are given the original text with gaps and are asked to fill them in. (8–10 minutes/per text)



05 | After Reconstruction

The last step is for the students 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 student) that has more similarities than differences with the original text wins. The same procedure is repeated for the second text. (5 minutes/per text)

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.

01 | Texts

Introduction

What outdoor activities do you enjoy doing in your free time? Do you prefer to spend time outdoors or indoors? Why?

(3 minutes)

Listen to the 1st story.

Text 1 - Complete audio file

Yesterday, the Smith family went on a picnic. They packed (1) their basket with sandwiches, fruit, and drinks. Emma brought (2) her favorite teddy bear to the park. "This teddy bear is (3) mine," she said proudly. Jack carried a soccer ball, ready for a game. The soccer ball was (4) his, but he was always sharing it with (5) his friends. Mom and Dad spread out (6) their big, colorful blanket under a shady tree. "This spot is (7) ours," they said. The family dog wagged (8) its tail happily while chewing on a toy. While playing, Emma and Jack met new friends. "Can we borrow (9) your kite?" one of the kids asked. Emma smiled and said, "The kite is not (10) mine, but you can use it!" At the end of the day, the children packed the toys and said, "We had fun sharing everything with (11) our new friends".

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

Accompanying illustrations with notes:



01 | Texts

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

Text 1 – With gaps

Yesterday, the Smith family went on a picnic. They packed (1) basket with sandwiches, fruit, and drinks. Emma brought (2) favorite teddy bear to the park. "This teddy bear is (3),," she said proudly. Jack carried a soccer ball, ready for a game. The soccer ball was (4), but he was always sharing it with (5) friends. Mom and Dad spread out (6) big, colorful blanket under a shady tree. "This spot is (7),," they said. The family dog wagged (8) tail happily while chewing on a toy. While playing, Emma and Jack met new friends. "Can we borrow (9) kite?" one of the kids asked. Emma smiled and said, "The kite is not (10), but you can use it!" At the end of the day, the children packed the toys and said, "We had fun sharing everything with (11) new friends".

Listen to the 2nd story.

Text 2 - Complete audio file

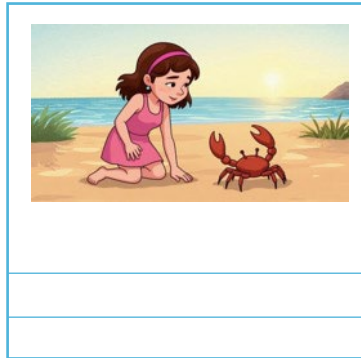
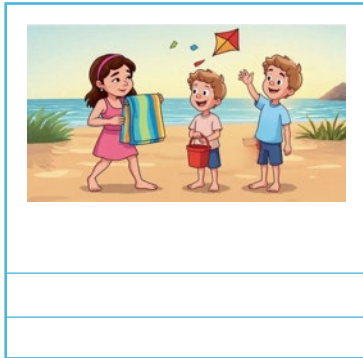
Sarah and her family packed (1) their things and went to the beach early in the morning. Sarah brought (2) her colorful towel and said, "This towel is (3) mine, and I always use it here." Her brother, Liam, carried (4) his bucket and spade to build a sandcastle. Their parents laid out the beach chairs and said, "These chairs are (5) ours, and they are so comfortable." A boy nearby was flying a kite. "Is that kite (6) yours?" Liam asked curiously. The boy replied, "Yes, it's (7) mine, but you can have a turn if you'd like!" Sarah saw a crab hiding in the sand. It was using (8) its claws to dig a hole. After swimming, Mom said, "Make sure you dry off with (9) your towels before we leave!" When the day ended, Sarah's family collected (10) their belongings. "Everything here is (11) ours, so let's not forget anything," said Dad. On the way home, Liam smiled and said, "This was such a fun day. I'm glad this beach trip was (12) ours to share!"

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

Accompanying illustrations with notes:



01 | Texts



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

Text 2 – With gaps

Sarah and her family packed (1) things and went to the beach early in the morning. Sarah brought (2) colorful towel and said, "This towel is (3), and I always use it here." Her brother, Liam, carried (4) bucket and spade to build a sandcastle. Their parents laid out the beach chairs and said, "These chairs are (5), and they are so comfortable." A boy nearby was flying a kite. "Is that kite (6)"? Liam asked curiously. The boy replied, "Yes, it's (7), but you can have a turn if you'd like!" Sarah saw a crab hiding in the sand. It was using (8) claws to dig a hole. After swimming, Mom said, "Make sure you dry off with (9) towels before we leave!" When the day ended, Sarah's family collected (10) belongings. "Everything here is (11), so let's not forget anything," said Dad. On the way home, Liam smiled and said, "This was such a fun day. I'm glad this beach trip was (12) to share!"



Answers

1st Text

(1) their, (2) her, (3) mine, (4) his, (5) his, (6) their, (7) ours, (8) its, (9) your, (10) mine, (11) our

2nd Text

(1) their, (2) her, (3) mine (4) his, (5) ours, (6) yours, (7) mine, (8) its, (9) your, (10) their, (11) ours



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. There are no margins, text, or other markings on the page.