









Everyday Routines

Ref: EN_RD_3

Introduction



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 Description	<p>In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging texts about daily routines. Using the running dictation technique, learners listen to short narratives, note key information, and reconstruct the texts from memory. This activity focuses on reflexive pronouns, helping students notice and apply correct pronoun forms in context, including singular, plural, and agreement with the subject. 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 routines and daily life, and build confidence in using English to describe actions performed independently.</p>		
 Age	10-12 years old	 Language Area	Reflexive pronouns – agreement of reflexive pronouns
 Proficiency Level	A1-A2	 Authors	Athina Nachopoulou
 Subject	Language	 Duration	1 teaching hour (45')
 Links with Language Curriculum	Grammar: Reflexive pronouns – agreement of reflexive pronouns		

Introduction



Rationale

This activity is a Running Dictation activity which 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 agreement of reflexive pronouns.



Aims

It is expected that students:

1. Will understand that reflexive pronouns refer to the subject of the sentence and agree with it in person and number.
2. Will understand that when the subject and the indirect object refer to the same person, you can use a reflexive pronoun as the indirect object.
3. Will increase their interest in the learning process by means of a fun activity which involves body movement.
4. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.
5. Will interact and help each other.
6. Will all have opportunities to contribute to their group either as a runner or as a writer.



Equipment and Material Needed

- Copies (for example A3 paper size) of the complete two texts that will be hung on the wall.
- Copies (A4 paper size) of the incomplete texts that will be given to the students.
- A timer for recording the time each team needed to complete the activity (see below).

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



01 | Introduction

The activity begins with the teacher asking questions about routines (see examples of questions in the Introduction of the Appendix). (6 minutes)



02 | Listening Stage

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

Introduction



03 | Running dictation stage

1. The teacher splits the students into groups or pairs. (3 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). (20 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 which is hanging on the wall and correct their mistakes using a different color 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.
7. The same procedure is repeated 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.

02

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

Useful Tips

03

Running can be replaced by walking to avoid accidents.

04

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

05

Instead of having each team correcting 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.

06

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

07

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.



01 | Texts

Introduction

Do you have routines? What is your favorite part of your daily routine? Do you have any weekend routines that are different from weekdays?

Text 1 – Complete hanging on the wall

Emma wakes up and tells (1) herself to have a good day. She gets ready for school and makes breakfast by (2) herself. At school, Tom reminded (3) himself to bring his books for class. During gym, the students challenged (4) themselves to run faster. Emma spilled juice but cleaned it by (5) herself. The teacher said, "Class, you should organize (6) yourselves for the group activity." At home, Emma's cat played by (7) itself with a toy. Emma's mom said, "Take care of (8) yourself and don't forget to rest." Before bed, Emma looked in the mirror and smiled at (9) herself. Emma and her family said, "We are proud of (10) ourselves for working hard today."

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

Emma wakes up and tells (1) to have a good day. She gets ready for school and makes breakfast by (2) At school, Tom reminded (3) to bring his books for class. During gym, the students challenged (4) themselves to run faster. Emma spilled juice but cleaned it by (5) The teacher said, "Class, you should organize (6) for the group activity." At home, Emma's cat played by (7) with a toy. Emma's mom said, "Take care of (8) and don't forget to rest." Before bed, Emma looked in the mirror and smiled at (9) Emma and her family said, "We are proud of (10) for working hard today."



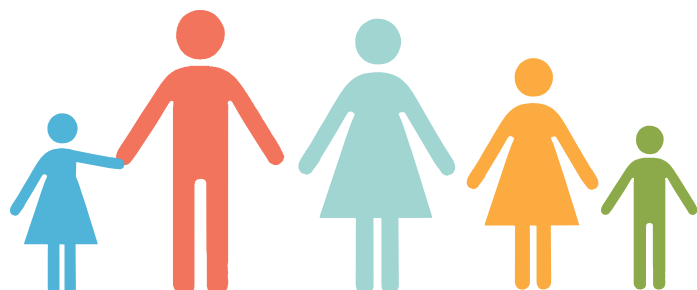
01 | Texts

Text 2 – Complete hanging on the wall

This morning, I looked in the mirror and told (1) myself, "Stay happy today!" My brother spilled juice on his shirt. He said, "I blame (2) myself for the mess!" Mom and Dad made pancakes by (3) themselves. They didn't ask for help. "Don't cut your finger! Be careful with the knife," Mom told me. Our dog, Max, chased his tail and barked at (4) himself in the garden. My sister and I cleaned the living room by (5) ourselves. We wanted to surprise Mom. Dad said, "Good job, kids! You should be proud of (6) yourselves." When I watered the plants, I told (7) myself, "Don't forget your homework later!" At the park, we saw children teaching (8) themselves to throw balls in the air. When we got home, we smiled and said, "We did everything by (9) ourselves today!"

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

This morning, I looked in the mirror and told (1), "Stay happy today!" My brother spilled juice on his shirt. He said, "I blame (2)for the mess!" Mom and Dad made pancakes by (3) They didn't ask for help. "Don't cut your finger! Be careful with the knife," Mom told me. Our dog, Max, chased his tail and barked at (4)in the garden. My sister and I cleaned the living room by (5) We wanted to surprise Mom. Dad said, "Good job, kids! You should be proud of (6) yourselves." When I watered the plants, I told (7), "Don't forget your homework later!" At the park, we saw children teaching (8) to throw balls in the air. When we got home, we smiled and said, "We did everything by (9) today!"



Answers

1st Text

(1) herself, (2) herself, (3) himself, (4) themselves, (5) herself, (6) yourselves, (7) itself, (8) yourself, (9) herself, (10) ourselves

2nd Text

(1) myself, (2) myself, (3) themselves, (4) himself, (5) ourselves, (6) yourselves, (7) myself, (8) themselves, (9) ourselves



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.