












The Journey of Athletes

Ref: EN_RN_1

Introduction



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	Description	This running dictation activity turns learning into a fun, collaborative game. Learners work in pairs or small groups, moving between reading and writing tasks, which encourages active participation and communication. While enjoying the game, learners naturally produce language and focus on noticing and correctly using the present perfect progressive and past perfect progressive tenses.			
	Age	13 - 15 years		Language Area	Present perfect progressive & past perfect progressive
	Proficiency Level	B1-B2		Authors	Athina Nachopoulou
	Subject	Language, Physical education		Duration	1 teaching hour (40')
	Links with Language Curriculum	Grammar: present perfect progressive & past perfect progressive			
	General Objective	Drawing pupils' attention to the use of the present perfect progressive and past perfect progressive tenses			



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Introduction

 Rationale	<p>This activity is a Running Dictation activity which is a form of a collaborative game, where learners are expected: (a) to interact with each other in a fun way provoking language production and (b) to notice the use of the present perfect progressive and past perfect progressive tenses</p>
 Aims	<p>It is expected that learners:</p> <ul style="list-style-type: none"> • Will develop connections between the two forms of the progressive perfective aspect and their meaning in time reference. • Will notice that in some cases, both tenses are possible. The difference in meaning between the present perfect progressive and the past perfect progressive may or may not depend on an adverbial of time in the same clause, but it often depends on the meaning of another clause in the same sentence. • Will increase their interest in the learning process by means of a fun activity which involves body movement. • Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills. • Will interact and help each other. • Will all have opportunities to contribute to their group either as a runner or as a writer.
 Equipment and Material Needed	<ul style="list-style-type: none"> • 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 learners. • 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 sports (see examples of questions in the Introduction of the Appendix). (6 minutes)



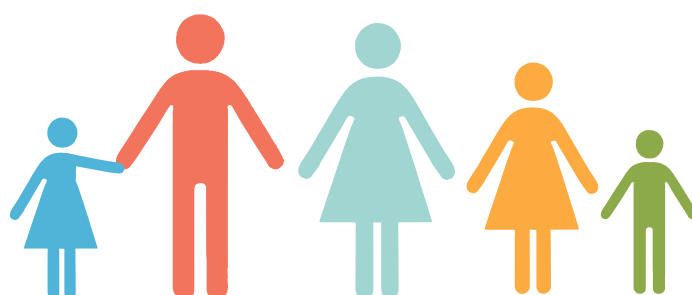
02 | Listening Stage

The learners 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 learners 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 incomplete versions of the texts to the learner 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 learners, the learners alternate roles each time. If the group consists of three or more learners, 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 learners etc., need to be taken into consideration.

02

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

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 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.

06

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

07

After the running dictation activity, the learners 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 like sports? Why or why not? Have you ever been part of a sports team? What was your experience like? Who is your favorite athlete? Why do you admire them?

Text 1 – Complete hanging on the wall

At the school, learners (1) have been practicing for the annual sports tournament for weeks. They (2) have been training hard for the races and the football match. The coaches (3) have been encouraging the athletes to push themselves, and everyone is excited for the competition. Before the tournament preparations began, the school (4) had been organizing the event for months. The teachers (5) had been meeting to decide on the events and the schedule. The athletes (6) had been training regularly for the tournament, but they (7) had been struggling with some of their skills. Now, the learners (8) have been improving their performance, and the coaches (9) have been noticing the progress. The final day of the tournament is approaching, and everyone is looking forward to the results.

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

At the school, learners (1) for the annual sports tournament for weeks. They (2) hard for the races and the football match. The coaches (3) the athletes to push themselves, and everyone is excited for the competition. Before the tournament preparations began, the school (4) the event for months. The teachers (5) to decide on the events and the schedule. The athletes (6) regularly for the tournament, but they (7) with some of their skills. Now, the learners (8) their performance, and the coaches (9) the progress. The final day of the tournament is approaching, and everyone is looking forward to the results.

01 | Texts

Text 2 – Complete hanging on the wall

Alex (1) has been training as a sprinter for nearly a decade. Over the years, he (2) has been pushing himself to break his personal records and achieve his dreams of competing internationally. By the time he finally qualified for the world championships last year, he (3) had been working on his technique and speed every day without fail. His coach remarked that Alex's dedication (4) had been inspiring everyone at the club. Recently, Alex (5) has been trying new methods to enhance his endurance. These routines (6) have been helping him recover faster and prevent injuries. Before discovering these strategies, he (7) had been struggling with muscle pain and fatigue, which often affected his performance during competitions. Even now, Alex (8) has been preparing tirelessly for his next big event, hoping to improve even further. His teammates say that Alex (9) has been motivating them to work harder, especially because he (10) has been achieving great results lately. His commitment and persistence (11) have been paying off, and his coach believes that Alex (12) has been setting a strong example for younger athletes.

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

Alex (1) as a sprinter for nearly a decade. Over the years, he (2) himself to break his personal records and achieve his dreams of competing internationally. By the time he finally qualified for the world championships last year, he (3) on his technique and speed every day without fail. His coach remarked that Alex's dedication (4) everyone at the club. Recently, Alex (5)..... new methods to enhance his endurance. These routines (6) him recover faster and prevent injuries. Before discovering these strategies, he (7) with muscle pain and fatigue, which often affected his performance during competitions. Even now, Alex (8) tirelessly for his next big event, hoping to improve even further. His teammates say that Alex (9) them to work harder, especially because he (10) great results lately. His commitment and persistence (11), and his coach believes that Alex (12) a strong example for younger athletes.

Answers

1st Text

(1) have been practicing, (2) have been training, (3) have been encouraging, (4) had been organizing, (5) had been meeting, (6) had been training, (7) had been struggling, (8) have been improving, (9) have been noticing

2nd Text

(1) has been training, (2) has been pushing, (3) had been working (4) had been inspiring, (5) has been trying, (6) have been helping, (7) had been struggling, (8) has been preparing, (9) has been motivating, (10) has been achieving, (11) have been paying off, (12) has been setting



Notes

[illegible]