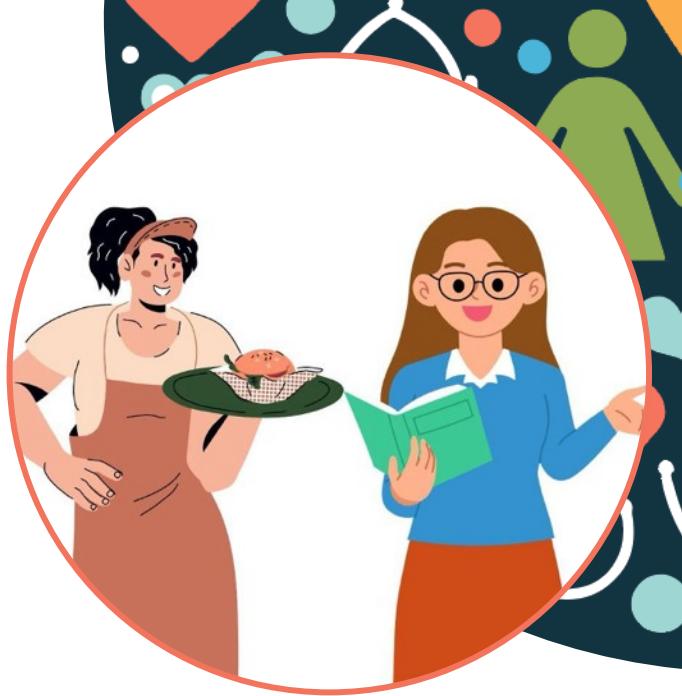




A Day at Work: Mary's Café and Ms. Smith's Classroom

Ref: EN_RD_5



Introduction

www.actintegration.eu

	Description	In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging texts about professions and daily work routines. Using the running dictation technique, learners listen to short narratives, note key information, and reconstruct the texts from memory. This activity focuses on subject-verb agreement, helping students notice and apply correct verb forms in context, including agreement with singular and plural subjects. 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 jobs and workplaces, and build confidence in using English to describe daily professional activities.		
	Age	16-18 years old		Language Area
	Proficiency Level	A1-A2		Subject-Verb Agreement
	Subject	Language		Athina Nachopoulou
	Links with Language Curriculum	Grammar: Subject-Verb Agreement		Duration



Co-funded by
the European Union

Co-funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

actin

Introduction

	Rationale <p>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 between Subject and Verb.</p>
	Aims <p>It is expected that students:</p> <ol style="list-style-type: none">1. Will notice the agreement between Subject and Verb, which is realized by means of morphological marking on the verb.2. Will increase their interest in the learning process by means of a fun activity which involves body movement.3. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.4. Will interact and help each other.5. 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 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 professions (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).



01 | Texts

Introduction

What profession do you want to have in the future? What kind of work do you think is the most interesting?

Text 1 – Complete hanging on the wall

Mary (1) works at a busy café in the city. Every morning, she (2) makes coffee and prepares sandwiches for customers. Mary's coworkers (3) clean the tables and serve drinks. Mary and her team (4) work together to keep everything running smoothly. At lunchtime, the café (5) gets very busy because many people (6) come for sandwiches and soup. After work, Mary (7) feels tired but happy because she (8) enjoys her job. Her family always (9) asks about her day at dinner, and she (10) tells them stories about funny customers.

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

Mary (1) at a busy café in the city. Every morning, she (2) coffee and prepares sandwiches for customers. Mary's coworkers (3) the tables and serve drinks. Mary and her team (4) together to keep everything running smoothly. At lunchtime, the café (5) very busy because many people (6) for sandwiches and soup. After work, Mary (7) tired but happy because she (8) her job. Her family always (9) about her day at dinner, and she (10) them stories about funny customers.

Text 2 – Complete hanging on the wall

Ms. Smith (1) teaches English at a high school in the city. Every morning, she (2) greets her students as they enter the classroom. Sometimes, a student (3) raises their hand to ask a question. The teacher (4) explains the answers and (5) helps anyone who is confused. During the break, the students (6) chat with each other. If a student (7) forgets their homework, Ms. Smith (8) reminds them to bring it the next day. At the end of the day, the janitors (9) clean the classroom.

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

Ms. Smith (1) English at a high school in the city. Every morning, she (2) her students as they enter the classroom. Sometimes, a student (3) their hand to ask a question. The teacher (4) the answers and (5) anyone who is confused. During the break, the students (6) with each other. If a student (7) their homework, Ms. Smith (8) them to bring it the next day. At the end of the day, the janitors (9) the classroom.

Answers

1st Text

(1) works, (2) makes, (3) clean, (4) work, (5) gets, (6) come, (7) feels, (8) enjoys, (9) asks, (10) tells

2nd Text

(1) teaches, (2) greets, (3) raises (4) explains, (5) helps, (6) chat, (7) forgets, (8) reminds, (9) clean



Notes