











Days of Laughs: From Mall Adventures to Birthday Parties

Ref: EN_RD_4

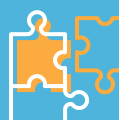


Introduction

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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 fun activities and 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 past perfective and imperfective aspects in main clauses, helping students notice and apply correct verb forms to distinguish between completed and ongoing actions in the past. 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 leisure and daily life, and build confidence in using English to describe past experiences and habitual activities.</p>		
 Age	13-15 years old	 Language Area	Past perfective and imperfective aspect in main clauses
 Proficiency Level	A1-A2	 Authors	Athina Nachopoulou
 Subject	Language	 Duration	1 teaching hour (45')
 Links with Language Curriculum	Grammar: past perfective and imperfective aspect in main clauses		

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 past perfective and imperfective aspect in main clauses.



Aims

It is expected that students:

1. Will develop connections between the form of the perfective and imperfective aspect and their meaning in past time reference.
2. Will notice the adverbials that can signal the use of the grammatical aspect in the past.
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 fun activities (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 fun activities do you like to do in your free time? Do you prefer outdoor activities or indoor activities? Why? What do you like to do on weekends to relax and have fun?

Text 1 – Complete hanging on the wall

Yesterday, I (1) went to the mall with my friends. We (2) were walking around the mall when we (3) saw a big sale. While we (4) were looking at the clothes, my friend (5) found a jacket she liked. We (6) decided to buy some snacks before we (7) continued shopping. I (8) was eating my sandwich when my phone (9) rang. After lunch, we (10) went to the cinema to watch a movie.

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

Yesterday, I (1) to the mall with my friends. We (2) around the mall when we (3) a big sale. While we (4) at the clothes, my friend (5) a jacket she liked. We (6) to buy some snacks before we (7) shopping. I (8) my sandwich when my phone (9) rang. After lunch, we (10) to the cinema to watch a movie.

Text 2 – Complete hanging on the wall

Last Sunday, I (1) celebrated my birthday with my friends. We (2) had a small party at home and (3) decorated the living room with balloons. While we (4) were playing games, my parents (5) were preparing food in the kitchen. I (6) received many nice gifts, including a new bike. While I (7) was opening my presents, everyone (8) was singing "Happy Birthday." After we (9) ate cake, we (10) went outside to play some sports.

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

Last Sunday, I (1) my birthday with my friends. We (2) a small party at home and (3) the living room with balloons. While we (4) games, my parents (5) food in the kitchen. I (6) many nice gifts, including a new bike. While I (7) my presents, everyone (8) "Happy Birthday." After we (9) cake, we (10) outside to play some sports.

Answers

1st Text

(1) went, (2) were walking, (3) saw, (4) were looking, (5) found, (6) decided, (7) continued, (8) was eating, (9) rang, (10) went

2nd Text

(1) celebrated, (2) had, (3) decorated (4) were playing, (5) were preparing, (6) received, (7) was opening, (8) was singing, (9) ate (10) went



Notes

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