












Everyday Routines

Ref: EN_DI_2

Introduction



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	Description	<p>In this English lesson, students develop listening comprehension, note-taking, and text reconstruction skills through two engaging stories about daily routines. Using the dictogloss method, learners actively listen to short narratives, take structured notes with visual support, and collaboratively reconstruct the texts. Through this process, they focus on accuracy, grammar, and the use of reflexive pronouns in meaningful contexts. The combination of auditory, visual, and written activities fosters active engagement and teamwork while promoting language awareness and retention. By comparing their reconstructed versions with the original texts, students enhance self-correction skills, deepen understanding of sentence structure, and build confidence in both spoken and written English.</p>			
	Age	10 - 12 years old		Language Area	Reflexive pronoun – 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			
	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 agreement of reflexive pronouns.</p>			

Introduction



Aims

It is expected that students:

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 agreement of reflexive pronouns in this protocol and, thus, become aware of:
a) that reflexive pronouns refer to the subject of the sentence and agree with it in person and number and b) that when the subject and the indirect object refer to the same person, you can use a reflexive pronoun as the indirect object.



Equipment and Material Needed

- 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 routines. (S)He asks them what is their favorite part of their daily routine. (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 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 reading, 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

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

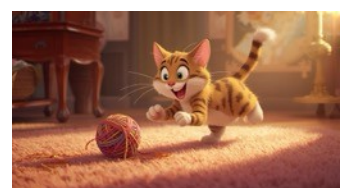
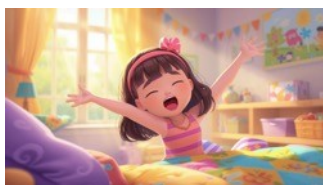
Listen to the story of Emma.

Text 1 - Complete audio file

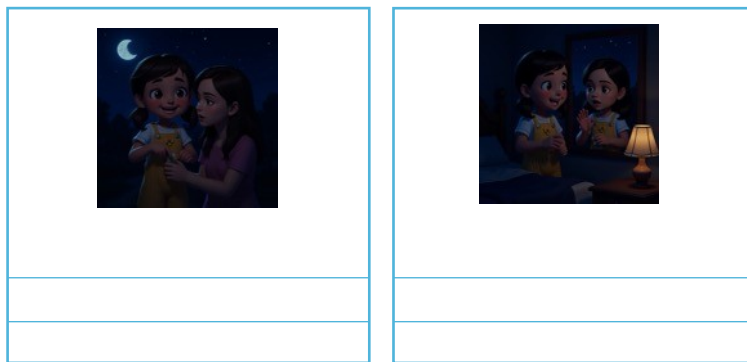
Emma wakes up and tells (1) herself to have a good day. She gets ready for school and makes breakfast by (2) herself. At school, Tom reminded (3) himself to bring his books for class. During gym, the students challenged (4) themselves to run faster. Emma spilled juice but cleaned it by (5) herself. The 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."

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

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."

Listen to the 2nd story.

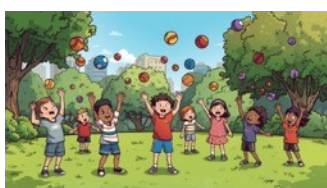
Text 2 - Complete audio file

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!"

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

01 | Texts

Accompanying illustrations with notes:



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

Text 2 – With gaps

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