



Sharing Memories: A Picnic and a Beach Day

Ref: EN_RD_6



Introduction

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	Description	In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging texts about outdoor activities and family routines. Using the running dictation technique, learners listen to short narratives, note key information, and reconstruct the texts from memory. This activity focuses on possessive determiners and possessive pronouns, helping students notice and apply correct 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 leisure and outdoor activities, and build confidence in using English to describe ownership and shared experiences.		
	Age	6-9 years old		Language Area Possessive determiners and possessive pronouns
	Proficiency Level	B1-B2		Authors Athina Nachopoulou
	Subject	Language		Duration 1 teaching hour (45')
	Links with Language Curriculum Grammar: possessive determiners and possessive pronouns			

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 possessive determiners and possessive pronouns.</p>
	Aims <p>It is expected that students:</p> <ol style="list-style-type: none">1. Will develop connections between the form of both the possessive determiners and the possessive pronouns and their meaning, i.e., that both express possession2. Will notice that possessive determiners cannot stand on their own (without a noun phrase) while possessive pronouns can.3. Will notice the different forms of possessive determiners and possessive pronouns depending on the gender and number of their referents.4. Will increase their interest in the learning process by means of a fun activity which involves body movement.5. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.6. Will interact and help each other.7. 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 outdoor activities (see examples of questions in the Introduction of the Appendix). (6 minutes)

Introduction

02 | Listening Stage

The students 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 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.

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

What outdoor activities do you enjoy doing in your free time? Do you prefer to spend time outdoors or indoors? Why?

Text 1 – Complete hanging on the wall

Yesterday, the Smith family went on a picnic. They packed (1) their basket with sandwiches, fruit, and drinks. Emma brought (2) her favorite teddy bear to the park. "This teddy bear is (3) mine," she said proudly. Jack carried a soccer ball, ready for a game. The soccer ball was (4) his, but he was always sharing it with (5) his friends. Mom and Dad spread out (6) their big, colorful blanket under a shady tree. "This spot is (7) ours," they said. The family dog wagged (8) its tail happily while chewing on a toy. While playing, Emma and Jack met new friends. "Can we borrow (9) your kite?" one of the kids asked. Emma smiled and said, "The kite is not (10) mine, but you can use it!" At the end of the day, the children packed the toys and said, "We had fun sharing everything with (11) our new friends".

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

Yesterday, the Smith family went on a picnic. They packed (1) basket with sandwiches, fruit, and drinks. Emma brought (2) favorite teddy bear to the park. "This teddy bear is (3), " she said proudly. Jack carried a soccer ball, ready for a game. The soccer ball was (4), but he was always sharing it with (5) friends. Mom and Dad spread out (6) big, colorful blanket under a shady tree. "This spot is (7), " they said. The family dog wagged (8) tail happily while chewing on a toy. While playing, Emma and Jack met new friends. "Can we borrow (9) kite?" one of the kids asked. Emma smiled and said, "The kite is not (10), but you can use it!" At the end of the day, the children packed the toys and said, "We had fun sharing everything with (11) new friends".



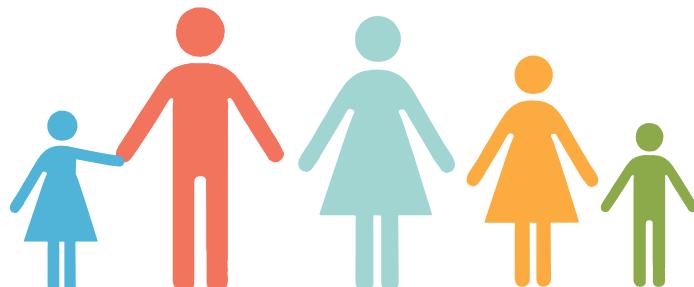
01 | Texts

Text 2 – Complete hanging on the wall

Sarah and her family packed (1) their things and went to the beach early in the morning. Sarah brought (2) her colorful towel and said, "This towel is (3) mine, and I always use it here." Her brother, Liam, carried (4) his bucket and spade to build a sandcastle. Their parents laid out the beach chairs and said, "These chairs are (5) ours, and they are so comfortable." A boy nearby was flying a kite. "Is that kite (6) yours?" Liam asked curiously. The boy replied, "Yes, it's (7) mine, but you can have a turn if you'd like!" Sarah saw a crab hiding in the sand. It was using (8) its claws to dig a hole. After swimming, Mom said, "Make sure you dry off with (9) your towels before we leave!" When the day ended, Sarah's family collected (10) their belongings. "Everything here is (11) ours, so let's not forget anything," said Dad. On the way home, Liam smiled and said, "This was such a fun day. I'm glad this beach trip was (12) ours to share!"

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

Sarah and her family packed (1) things and went to the beach early in the morning. Sarah brought (2) colorful towel and said, "This towel is (3), and I always use it here." Her brother, Liam, carried (4) bucket and spade to build a sandcastle. Their parents laid out the beach chairs and said, "These chairs are (5), and they are so comfortable." A boy nearby was flying a kite. "Is that kite (6)" Liam asked curiously. The boy replied, "Yes, it's (7), but you can have a turn if you'd like!" Sarah saw a crab hiding in the sand. It was using (8) claws to dig a hole. After swimming, Mom said, "Make sure you dry off with (9) towels before we leave!" When the day ended, Sarah's family collected (10) belongings. "Everything here is (11), so let's not forget anything," said Dad. On the way home, Liam smiled and said, "This was such a fun day. I'm glad this beach trip was (12) to share!"



Answers

1st Text

(1) their, (2) her, (3) mine, (4) his, (5) his, (6) their, (7) ours, (8) its, (9) your, (10) mine, (11) our

2nd Text

(1) their, (2) her, (3) mine (4) his, (5) ours, (6) yours, (7) mine, (8) its, (9) your, (10) their, (11) ours



Notes