



# Training for Success: The journey of Athletes

Ref: EN\_DI\_7



## Introduction

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	<b>Description</b>	In this English lesson, students develop listening comprehension, grammar awareness, and collaborative skills through two engaging stories about sports. Using the dictogloss technique, learners listen to narratives about training and competitions, take notes with visual support, and reconstruct the texts from memory. The lesson focuses on present perfect progressive and past perfect progressive, helping students notice and use forms such as <i>have/has been practicing</i> and <i>had been training</i> in context. Through pair or group work, learners practice accuracy, recall, and teamwork while improving strategies for active listening. By comparing their reconstructions with the original texts, students enhance self-correction skills and gain confidence in describing ongoing and past activities in English.		
	<b>Age</b>	13 - 15 years old		Language Area Present perfect progressive & past perfect progressive
	<b>Proficiency Level</b>	B1-B2		Authors Athina Nachopoulou
	<b>Subject</b>	Language		Duration 1 teaching hour (45')
	<b>Links with Language Curriculum</b>	Grammar: present perfect progressive & past perfect progressive		
	<b>Rationale</b>	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 use of the present perfect progressive and past perfect progressive tenses.		

# 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 use of the present perfect progressive and past perfect progressive tenses in this protocol and, thus, become able to: a) develop connections between the two forms of the progressive perfective aspect and their meaning in time reference, b) 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.



## 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 sports. (S)he asks them if they like sports and why or why not, and who their favorite athlete is and why they admire them. (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 they 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 readings, 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.

# Appendix Educational Material

## 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? (3 minutes)*

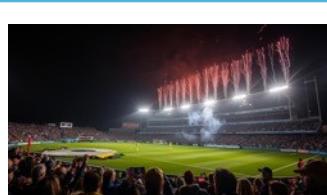
**Listen to the 1<sup>st</sup> story.**

### **Text 1 - Complete audio file**

At the school, students (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 students (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.

**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**

At the school, students (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 students (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.

**Listen to the 2<sup>nd</sup> story.**

### **Text 2 - Complete audio file**

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.

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

# Appendix Educational Material

## 01 | Texts

Accompanying illustrations with notes:



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

### Text 2 – With gaps

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

## 1<sup>st</sup> 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

## 2<sup>nd</sup> 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