











# Trips




Ref: EN\_RD\_2

## Introduction

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	<b>Description</b>	<p>In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging texts about travel experiences. Using the running dictation technique, learners listen to short narratives, note key information, and reconstruct the texts from memory. This activity focuses on Simple Past and Simple Future Tenses, helping students notice and apply correct verb forms in context. 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 travel and leisure activities, and build confidence in using English to describe past experiences and future plans.</p>			
	<b>Age</b>	6-9 years old		<b>Language Area</b>	Simple Past and Simple Future Tenses
	<b>Proficiency Level</b>	A1-A2		<b>Authors</b>	Athina Nachopoulou
	<b>Subject</b>	Language		<b>Duration</b>	1 teaching hour (45')
	<b>Links with Language Curriculum</b>	Grammar: Simple Past and Simple Future Tenses			

# Introduction

	<b>Rationale</b>	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 form of simple past & simple future in the (written) input (texts). In this way, they will become aware of the connection between the morphological form of the past and future tense and their meaning.
	<b>Aims</b>	<p>It is expected that students:</p> <ol style="list-style-type: none"><li>1. Will notice the target grammatical forms during text comprehension.</li><li>2. Will increase their interest in the learning process by means of a fun activity which involves body movement.</li><li>3. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.</li><li>4. Will interact and help each other.</li><li>5. Will all have opportunities to contribute to their group either as a runner or as a writer.</li></ol>
	<b>Equipment and Material Needed</b>	<ul style="list-style-type: none"><li>• Pictures introducing the topic of the texts.</li><li>• Copies (for example A3 paper size) of the complete two texts that will be hung on the wall.</li><li>• Copies (A4 paper size) of the incomplete texts that will be given to the students.</li><li>• A timer for recording the time each team needed to complete the activity (see below).</li></ul>

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Introduction

The activity begins with the presentation of two pictures that will introduce the topic of the texts (traveling) of the target country. The pictures depict the places addressed in each text, i.e., Corfu, Madagascar. Based on the pictures, the teacher will initiate a 5-minute discussion. (5 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. (2 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). (13 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.

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## 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).

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*

#### **Text 1 – Complete hanging on the wall**

Ada is from Zambia. This year, she is on vacation with her family in Madagascar. Yesterday, Ada (1) encountered Maria on the beach and (2) returned to the hotel with her. Tomorrow, Ada (3) will paint with Maria. The day after tomorrow, they (4) will enjoy a concert together. The two of them are very good friends.

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

Ada is from Zambia. This year, she is on vacation with her family in Madagascar. Yesterday, Ada (1) ..... Maria on the beach and (2) ..... to the hotel with her. Tomorrow, Ada (3) ..... with Maria. The day after tomorrow, they (4) ..... a concert together. The two of them are very good friends.

#### **Text 2 – Complete hanging on the wall**

George is from Thessaloniki. He is on vacation with his family in Corfu. His birthday is in two days. He will turn 10 years old. The day before yesterday, his family (1) decided to throw a surprise party. (2) They organized the party at the island's amusement park. Everything is ready for the party, and it will be perfect. The day after tomorrow, the whole family (3) will celebrate the birthday, and George (4) will open his gifts and play with his friends.

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

George is from Thessaloniki. He is on vacation with his family in Corfu. His birthday is in two days. He will turn 10 years old. The day before yesterday, his family (1) ..... to throw a surprise party. (2) They ..... the party at the island's amusement park. Everything is ready for the party, and it will be perfect. The day after tomorrow, the whole family (3) ..... the birthday, and George (4) ..... his gifts and play with his friends.

# Answers

## 1<sup>st</sup> Text

(1) encountered, (2) returned, (3) will paint, (4) will enjoy

## 2<sup>nd</sup> Text

(1) decided, (2) organized, (3) will celebrate, (4) will open



## Notes

[illegible]