

## Procedure

1. Put students in pairs. One student is the runner, the other is the writer.
2. Show students where the eight sentences are. They cannot take the paper down and they cannot write anything at the wall.
3. The runner goes to a sentence, reads it, puts the verb in the correct form, remembers the whole sentence, and comes back to say it to the writer.
4. The runner goes back as many times as they need. Most students need two or three trips for one sentence.
5. After four sentences, students swap roles. This keeps both students running and writing.
6. When all eight sentences are in Column 1, stop the running. Students now sit together.
7. Go through the two examples at the top of the answer sheet as a class before students start Part 2.
8. In pairs, students write sentences 1 to 4 in the negative and sentences 5 to 8 as questions.
9. Give out the sentence page so pairs check their own spelling first, then check the transformations together as a class.
10. Board sentence 2 and sentence 6. Ask where the -s went and why.

## Answer Key

1. Omar **washes** his car on Saturday morning.
2. Lucia **studies** Spanish at a school near the park.
3. My cousins **live** in a small town by the sea.
4. The baker **finishes** work at four o'clock.
5. Kevin and Sofia **play** basketball after class.
6. Diego **carries** a heavy bag to school every day.
7. You **do** your homework in the kitchen.
8. Emma **has** two brothers and one sister.

### Negative (1 to 4)

1. Omar **doesn't** wash his car on Saturday morning.
2. Lucia **doesn't** study Spanish at a school near the park.
3. My cousins **don't** live in a small town by the sea.
4. The baker **doesn't** finish work at four o'clock.

### Questions (5 to 8)

5. **Do** Kevin and Sofia play basketball after class?
6. **Does** Diego carry a heavy bag to school every day?
7. **Do** you do your homework in the kitchen?
8. **Does** Emma have two brothers and one sister?

## Level

A1 - Beginner (Basic User)

## Time

25-30 minutes

## Aim

To read, remember, and dictate present simple affirmative sentences, then transform four into negatives and four into questions.

To review the spelling of the third person form, including **-es** and **-ies** verbs.

## Activity Type

Integrated Skills Activity:  
Running Dictation (reading, speaking, listening, writing) → Guided Transformation

## Preparation

Print **one** copy of the sentence page. Cut it into eight numbered strips and tape them on the walls around the room or in the corridor.

Print **one** answer sheet **per** pair.

*Masking Tape Area*

***Example: Marta (cook) dinner on Sunday.***

***Example: They (walk) to the supermarket.***

**1. Omar (wash) his car on Saturday morning.**

**2. Lucia (study) Spanish at a school near the park.**

**3. My cousins (live) in a small town by the sea.**

**4. The baker (finish) work at four o'clock.**

**5. Kevin and Sofia (play) basketball after class.**

**6. Diego (carry) a heavy bag to school every day.**

**7. You (do) your homework in the kitchen.**

**8. Emma (have) two brothers and one sister.**

**Part 1: Instructions - Pair work**

- One of you is the Runner, one is the Writer.
- Do 4 sentences, then switch roles.



|                                                       |  |
|-------------------------------------------------------|--|
| <i>Example : Marta <u>cooks</u> dinner on Sunday.</i> |  |
| <i>Example : They <u>walk</u> to the supermarket</i>  |  |
| 1.                                                    |  |
| 2.                                                    |  |
| 3.                                                    |  |
| 4.                                                    |  |
| 5.                                                    |  |
| 6.                                                    |  |
| 7.                                                    |  |
| 8.                                                    |  |

**Part 2: Instructions - Pair work**

- Look at the example and write sentences 1 to 4 again in the **negative** with *don't* or *doesn't*. Then write sentences 5 to 8 again as questions with *Do* or *Does*.

|                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------|--|
| <i>(Negative) Marta <u>cooks</u> dinner on Sunday. &gt;&gt; Marta <b>doesn't</b> cook dinner on Sunday.</i> |  |
| 1.                                                                                                          |  |
| 2.                                                                                                          |  |
| 3.                                                                                                          |  |
| 4.                                                                                                          |  |

|                                                                                                 |  |
|-------------------------------------------------------------------------------------------------|--|
| <i>(Question) They walk to the supermarket &gt;&gt; <b>Do</b> they walk to the supermarket?</i> |  |
| 5.                                                                                              |  |
| 6.                                                                                              |  |
| 7.                                                                                              |  |
| 8.                                                                                              |  |

