



## A Day at Work: Mary's Café and Ms. Smith's Classroom

Ref: EN\_DI\_4



### Introduction

[www.actintegration.eu](http://www.actintegration.eu)

	<b>Description</b>	In this English lesson, students strengthen their listening comprehension, grammar awareness, and collaborative skills through two engaging stories about different professions. Using the dictogloss technique, learners listen to short narratives describing daily work routines, take notes with the help of visual aids, and reconstruct the texts from memory. This activity focuses on subject-verb agreement, helping students notice and apply correct verb forms in context. Through group or pair work, they practice accuracy, recall, and teamwork while developing strategies for active listening and language retention. By comparing their reconstructed versions with the original texts, learners enhance their self-correction skills, expand vocabulary related to jobs and workplaces, and build confidence in using English to describe people's occupations and everyday professional activities.		
	<b>Age</b>	16 - 18 years old		Language Area
	<b>Proficiency Level</b>	A1-A2		Authors
	<b>Subject</b>	Language		Duration
	<b>Links with Language Curriculum</b> Grammar: Subject-Verb Agreement			



Co-funded by  
the European Union

Co-funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

# Introduction

	<b>Rationale</b>	<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 Subject-Verb Agreement.</p>
	<b>Aims</b>	<p>It is expected that students:</p> <ol style="list-style-type: none"><li>1. Will interact and help each other.</li><li>2. Will all have opportunities to contribute to their group.</li><li>3. Will increase their interest in the learning process by means of a fun activity.</li><li>4. Will improve listening, reading, writing, and, possibly, speaking (through interaction with each other) skills.</li><li>5. Will observe potential errors they make and will pay attention to the target grammatical forms through negotiation.</li><li>6. Will be able to practice a grammatical phenomenon (with which they may have already been acquainted), i.e., the Subject-Verb Agreement in this protocol and, thus, become able to notice the morphological marking on the verb.</li></ol>
	<b>Equipment and Material Needed</b>	<ul style="list-style-type: none"><li>• Pictures regarding the topic of the stories.</li><li>• One pre-recorded audio file of the text (alternatively the teacher could read the text)</li><li>• 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)</li></ul>

## 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 different professions. (S)he asks them what profession they would like to have in the future. (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.

## 01 | Texts

### Introduction

*What profession do you want to have in the future? What kind of work do you think is the most interesting?  
(3 minutes)*

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

### Text 1 - Complete audio file

Mary (1) works at a busy café in the city. Every morning, she (2) makes coffee and prepares sandwiches for customers. Mary's coworkers (3) clean the tables and serve drinks. Mary and her team (4) work together to keep everything running smoothly. At lunchtime, the café (5) gets very busy because many people (6) come for sandwiches and soup. After work, Mary (7) feels tired but happy because she (8) enjoys her job. Her family always (9) asks about her day at dinner, and she (10) tells them stories about funny customers.

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

**Accompanying illustrations with notes:**



# Appendix Educational Material

## 01 | Texts

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

### Text 1 – With gaps

Mary (1) ..... at a busy café in the city. Every morning, she (2) ..... coffee and prepares sandwiches for customers. Mary's coworkers (3) ..... the tables and serve drinks. Mary and her team (4) ..... together to keep everything running smoothly. At lunchtime, the café (5) ..... very busy because many people (6) ..... for sandwiches and soup. After work, Mary (7) ..... tired but happy because she (8) ..... her job. Her family always (9) ..... about her day at dinner, and she (10) ..... them stories about funny customers.

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

### Text 2 - Complete audio file

Ms. Smith (1) teaches English at a high school in the city. Every morning, she (2) greets her students as they enter the classroom. Sometimes, a student (3) raises their hand to ask a question. The teacher (4) explains the answers and (5) helps anyone who is confused. During the break, the students (6) chat with each other. If a student (7) forgets their homework, Ms. Smith (8) reminds them to bring it the next day. At the end of the day, the janitors (9) clean the classroom.

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

Accompanying illustrations with notes:



# Appendix Educational Material

## 01 | Texts



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

### Text 2 – With gaps

Ms. Smith (1) ..... English at a high school in the city. Every morning, she (2) ..... her students as they enter the classroom. Sometimes, a student (3) ..... their hand to ask a question. The teacher (4) ..... the answers and (5) ..... anyone who is confused. During the break, the students (6) ..... with each other. If a student (7) ..... their homework, Ms. Smith (8) ..... them to bring it the next day. At the end of the day, the janitors (9) ..... the classroom.



# Answers

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

(1) works, (2) makes, (3) clean, (4) work, (5) gets, (6) come, (7) feels, (8) enjoys, (9) asks, (10) tells

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

(1) teaches, (2) greets, (3) raises (4) explains, (5) helps, (6) chat, (7) forgets, (8) reminds, (9) clean



## Notes