



Books and Browsing: A look inside the Library and Bookstore

Ref: EN_DI_6



Introduction

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	Description	In this English lesson, students develop listening comprehension, grammar awareness, and collaborative skills through two stories about a library and a bookstore. Using the dictogloss technique, they listen to short narratives, take notes with visual aids, and reconstruct the texts. The lesson focuses on passive sentences and non-active voice, helping students notice and use constructions like <i>is borrowed</i> , <i>is given</i> , and <i>are arranged</i> . Through pair or group work, learners practice accuracy, recall, and teamwork while gaining confidence in describing events where the subject receives the action.		
	Age	10 - 12 years old		Language Area Non-active voice, passive sentences
	Proficiency Level	B1-B2		Authors Athina Nachopoulou
	Subject	Language		Duration 1 teaching hour (45')
	Links with Language Curriculum	Grammar: Non-active voice, passive sentences		
	Rationale	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 non-active voice, passive sentences.		



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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., non-active voice, passive sentences in this protocol and, thus, become able to: a) develop connections between active and non-active voice and their difference in meaning, b) notice the syntactic position of the nouns in the sentence and the reversed *theta*-roles in passive as opposed to active sentences and c) be familiarized with the presence/absence of the “by-agent phrase” in the passive sentences.



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 a library and a bookstore. (S)he asks them about their interest in reading and how frequently they visit libraries and bookstores. (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 go to the library often? Do you like to visit bookstores? Why or why not?
(3 minutes)*

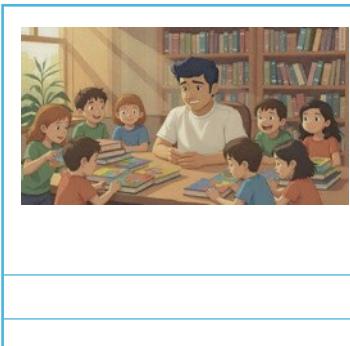
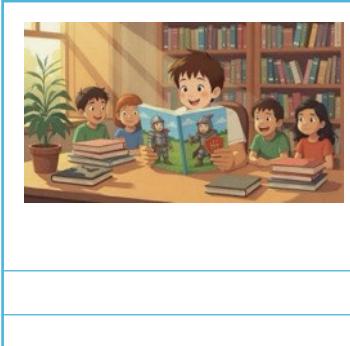
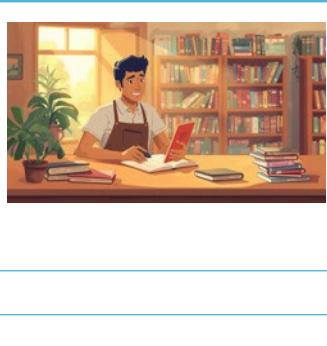
Listen to the 1st story.

Text 1 - Complete audio file

In the library, books (1) are borrowed by students every day. The librarian (2) stamps each book and reminds the children to return them on time. A story about a brave knight (3) is being read by one of the students to their friends. Afterward, the librarian (4) tidies up the bookshelves before the library closes. Near the entrance, a new display of books (5) is set up by the librarian for the upcoming reading week. A group of children gathers around the table where they (6) are given colorful bookmarks by the librarian. The children (7) choose new books and (8) carry them to the reading section.

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

In the library, books (1) by students every day. The librarian (2) each book and reminds the children to return them on time. A story about a brave knight (3) read by one of the students to their friends. Afterward, the librarian (4) the bookshelves before the library closes. Near the entrance, a new display of books (5) by the librarian for the upcoming reading week. A group of children gathers around the table where they (6) colorful bookmarks by the librarian. The children (7) new books and (8) them to the reading section.

Listen to the 2nd story.

Text 2 - Complete audio file

In the bookstore, books (1) are sold by the staff every day. The cashier (2) checks each book's price and helps customers find the titles they need. A customer (3) is assisted by an employee in choosing a book for their vacation. Afterward, the cashier (4) organizes the cash register before the store closes. In the center of the bookstore, a new display of books (5) is arranged by the staff for the upcoming promotion. A group of people gathers around the table where they (6) are given free bookmarks by the cashier. The customers (7) browse through new arrivals and (8) pick out their favorite novels.

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 2 – With gaps

In the bookstore, books (1) by the staff every day. The cashier (2) each book's price and helps customers find the titles they need. A customer (3) by an employee in choosing a book for their vacation. Afterward, the cashier (4) the cash register before the store closes. In the center of the bookstore, a new display of books (5) by the staff for the upcoming promotion. A group of people gathers around the table where they (6) free bookmarks by the cashier. The customers (7) through new arrivals and (8) their favorite novels.



Answers

1st Text

(1) are borrowed, (2) stamps, (3) is being read, (4) tidies up, (5) is set up, (6) are given, (7) choose, (8) carry

2nd Text

(1) are sold, (2) checks, (3) is assisted (4) organizes, (5) is arranged, (6) are given, (7) browse, (8) pick out



Notes